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AUTHOR Vitters, Alan G.
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ABSTRACT

Coeducation at the U.S. Military Academy from June 1977 to April 1978 is analyzed. Summaries of individual research projects conducted to understand and evaluate specific aspects of coeducation are included. An open-systems model served as a conceptual guide for the study. The following areas were explored: individual adjustment, attitudes, social background characteristics, individual performance, attrition, unit performance and leadership, and institutional reaction. Data were obtained through periodic surveys, interviews, and observations of cadets and officers. The classes of 1980 and 1981 were highly similar in terms of abilities, interests, and attitudes. Sex differences that were found to exist for the class of 1980 were also found in the class of 1981. Men and women differed significantly in physical aptitude, in attitudes toward appropriate roles for women in society and in the Army, and in personal life-style preferences. Although men's attitudes toward appropriate roles for women in society tend to be traditional and relatively fixed, stereotypic attitudes and expectations toward women's abilities are giving way to a recognition of the talents and abilities of individual women cadets known. The report includes background information on the intellectual bases for the role of women in the military, information on women faculty and administrators, and a description of human relations lectures and workshops for cadets and officers. A bibliography, a sample "Attitude Toward Women Scale," schedules of activities, and a lesson outline on "Women at West Point" are included. (SW)

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Report of the Admission of

Women to the U.S. Military Academy

(Project Athena II)

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U.S. Military Academy

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HE 010 718

Department of Behavioral Sciences and Leadership
United States Military Academy
West Point, New York 10996

1 June 1978

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Abstract

Report on the Admission of Women to the U.S. Military Academy
(Project Athena II)

The U.S. Military Academy admitted its first women cadets in July 1976. This report provides a comprehensive, systematic update on an analysis of coeducation from the period June 1977 to April 1978. Included are summaries of individual research projects conducted to understand and evaluate specific aspects of the coeducation process.

The report is organized in terms of topics of inquiry. Selection of these topics was guided by the overall purpose of Project Athena - to study coeducation at West Point by analyzing the impact of coeducation on cadets and on the institution. Among these topics are analyses of: characteristics of entering classes; academic, physical, and military training performance; resignation rates over time; the assignment of women to the staff and faculty; and approaches toward educational awareness on the issue.

Conclusions and recommendations are offered in the report, with evidence that coeducation is an evolving phenomenon at the Academy and is acquiring a health and strength that augurs its well-being.

Executive Summary

Project Athena was first conceived in December 1975, seven months prior to the admission of women to the U.S. Military Academy. Researchers from the Academy and from the Army Research Institute are monitoring coeducation and exchanging information on the topic with the external military and academic communities. The project is one of several presently underway, or recently concluded in the Army to examine the effect of assigning women to previously all-male units and to non-traditional duty assignments.

Segments of the report taken in isolation would suggest that coeducation at West Point is either without problems or without solutions. Neither is felt to be the case. It is the intention of the report to recognize both the existence of problems and the feasibility of solutions. In general, there is considerable evidence of progress in most areas analyzed in the report. There is also room for improvement in most areas. West Point is committed to learning as it goes in this important area.

Data for this report have derived from surveys, observation, and interviews of cadets and officers and from monitoring of official and unofficial communications on the topic. The report analyzes coeducation over the period June 1977-April 1978. What follows is a brief summary of the findings.

The classes of 1980 and 1981 were compared on a series of "class characteristics" at entrance. Results indicated that the classes were highly similar in terms of abilities, interests, and attitudes. Sex differences noted in the class of 1980 last year, were also found in the class of 1981 this year. Men and women differed significantly in physical aptitude, in attitudes toward appropriate roles for women in society - and in the Army, and in personal life-style preferences.

During Cadet Basic Training (July-August), women in the class of 1981 lost less training time due to minor injuries than women in the class of 1980. This could be attributed to differences in physical aptitude (class of '81 women have greater physical aptitude) and/or to modifications made to the physical training program to more effectively develop all new cadets this past summer. The voluntary resignation rate of both men and women in the class of 1981 was less than that of the class of 1980. The attrition rate of women in summer training (CBT) last year was 16 percent. This summer, it was 10 percent.

During Cadet Field Training (July-August) at Camp Buckner, men and women of the Class of 1980 performed similarly in most areas of military training. These areas included weapons firing, land navigation, communications, bridge building, and other military training skills. Women tended to experience difficulty on those aspects of military training requiring exceptional physical strength and/or endurance.

Similar to the previous summer, women tended to lose more training time due to minor injuries and also experienced discomfort from feminine-hygiene related problems in the field. Separate billeting (necessitated by the design of existing structures) also created problems for women serving in leadership positions.

During the academic year (September-June) comparisons were made between men and women in the classes of 1980/1981 in academics, leadership ratings, and in resignation rates. This year, (AY 77-78) women in both classes have performed similarly to men in all academic course areas. The attrition rate of both men and women in the class of 1981 is less than the attrition experienced last year at a similar point in time by the class of 1980. As of May 1978, the attrition rate of women in the class of 1981 is 21.1 percent, in comparison to 19.7 percent of the men. The attrition rate of women in the class of 1980 is 33.6 percent, in comparison to 30.4 percent of the men. In leadership ratings, men and women in the class of 1981 have been evaluated similarly by all categories of raters. Women in the class of 1980 continue to be evaluated significantly lower by upperclass cadets, but similarly by cadets and officers in the chain of command.

There has been a marked improvement in the climate surrounding coeducation at West Point. Evidence of this exists in objective reports, such as those cited above as well as in subjective analyses. Women are becoming more assertive and effective in managing their

relationships with other cadets. However, the "skewed gender distribution" which places women in the minority (a ratio of approximately 25 men for each woman) insures, to a degree, a built-in lack of male-female interaction with one another. Although men's attitudes toward appropriate roles for women in society tend to be traditional and relatively fixed, stereotypic attitudes and expectations toward women's abilities are giving way to a recognition of the talents and abilities of individual women cadets know.

A survey of cadets' attitudes toward cadet life revealed that cadets of both sexes are most satisfied with billeting, recreational facilities, intramurals, and relations with officers while being most dissatisfied with dating opportunities, privileges, and social activities.

West Point has assigned a greater number of women (military and civilian) to the staff and faculty. In addition, the Academy has developed and conducted a series of human relations workshops for both cadet and officer audiences. In April, West Point's senior leaders participated in a 4-hour workshop on the topic of the leadership of an integrated Army. The workshop combined lecture and experiential methods and was designed: to provide information on the integration of women in the profession, to gain top leaders' support for actions to facilitate integration, and to evaluate USMA's role in the development of leaders for an integrated Army.

In conclusion, it appears that coeducation is an evolving phenomenon at the Academy and is acquiring a health and strength that augurs its well-being. In the words of one upperclass cadet, "the classes of 1978 and 1979 see the women as women. The classes of 1980 and 1981 see them as classmates."

Report on the Admission of Women to the U.S. Military Academy
(Project Athena II)

I. Background. The Intellectual Bases for the Role of Women in the Military.

The purpose of this chapter is to briefly outline the intellectual bases for the role of women in the military. More specifically, this chapter will focus on those societal/organizational forces which have impacted and continue to impact on the sex composition of the U.S. Army.

In a recent Brookings Institution report, Women and the Military, Martin Binkin and Shirley J. Bach have written:

> "In many ways, the character and composition of a nation's military system mirror the society that it is established to protect and defend. Thus it comes as no surprise that the armed forces of the United States should now face a period of great uncertainty, at once under pressure to remain apace of the fundamental changes taking place in American society but at the same time understandably cautious about breaking with deeply rooted military traditions. Vividly illustrating this dilemma is the controversial question of the role of women in the changing military establishment.
>
> Although, since the turn of the century, women have served intermittently in the armed forces of the United States, with the exception of the Second World War their participation has been relatively restricted. From the mid-forties to the early seventies they constituted less than 2 percent of total military strength and were confined largely to health care and administrative

> occupations. The draft provided an abundant source of manpower and defense planners had little incentive to attract female recruits. Traditional attitudes as to women's "proper place" persisted, and there was little agitation for change. In short, women's status in the military was not a live issue." [1]

That state of affairs did not last, however. In the decade of the 1970's, a number of forces have been at work to influence the number and percent of women in the military. These forces can be viewed in terms of societal trends and organizational realities.

The number of American women who work outside their homes has been rising since 1947. But during the last two years, and especially in 1976, women have entered the job market at a pace called "extraordinary" by Alan Greenspan, past chairman of the President's Council of Economic Advisors. Eli Ginzberg, a Columbia University economist, calls the flood of women into the work force "the single most outstanding phenomena of our century." [2]

The roots of the expanding female work force began in the 1960's with the economic liberation of young wives which was aided by effective birth control methods and spurred by inflation. Inflation has influenced the decision of many women, both single and married, to enter the labor force to maintain the life-style they have grown

accustomed to living. In addition, other significant factors have been a rising divorce rate; the level of husbands earnings; availability of child-care facilities; an increasing number of female college graduates who want careers; the psychological climate induced by publicity over the women's movement that makes it more socially acceptable for young mothers to work and has tended to de-value the role of housewife; and an increasing number of counseling centers that help prepare women for jobs.[3]

In addition to these general societal changes, a series of legislative and judicial actions by the Congress and the courts reflect a realization of the productive qualities of women apart from their historically perceived place in the home. The armed services, not oblivious to these changes, have in the last two years opened many opportunities to women which heretofore were restricted to men.

In spite of the measures taken to eliminate many of the distinctions between servicemen and servicewomen, there remain a considerable number of statutes and regulations that continue to differentiate between men and women. These statutes may well be discriminatory in nature. Some of these differentiations, it is argued, are based on "military necessity" and are rightfully required in order to maintain a necessary level of combat readiness. Other distinctions, however, are being eliminated as they are based on

outmoded stereotyped reasoning and serve no purpose other than to relegate women to the military background.[4]

The difficulty in determining which military regulations and policies are discriminatory has been compiicated by two developments. The first was the passage of the Equal Rights Amendment (ERA) by Congress which has been submitted to the States for ratification. The amendment, if ratified, will remove sex as a factor in determining the legal rights of men and women. The second development was the supreme Court's decision in Frontiero v. Richardson in which the Court split evenly on the issue of whether sex is a suspect classification. A plurality held that a statutory classification based on sex was inherently suspect and must be subjected to strict judicial scrutiny. Because this issue remains unresolved, it is necessary to examine those areas of the military which retain distinctions between men and women under a variety of standards in order to determine the present and future legal effect of such classifications.[5]

As a prologue to the examination of questionable military statutes and regulations, the constitutional and legislative routes that are currently used to attack sex discriminatory action on the part of the federal government and private employers must be considered. On the legislative side, Title VII of the 1964 Civil

Rights Act was prelude to ERA. Although Title VII, and its enforcement arm, the Equal Employment Opportunity Commission (EEOC), are not considered to be applicable to the uniformed members of the military departments, the methodology and philosophy of Title VII are instructive in discovering and eliminating the discriminative features found in the armed forces. Finally, the ERA impacts on the potential limits of absolute equality of the sexes and its possible effect on the military remains subject to debate.

Paralleling the uncertainties of these social and legal changes of the last decade, the Army itself has undergone considerable change.

As an institution that manages violence, the military remains a male-dominated organization which excludes women from direct combat roles and thereby from significant assignments in administration. Nevertheless, with the evolution of the all-volunteer force, the number of women in the armed forces has dramatically increased and their assignments have steadily broadened. Concern over "quantity" and "quality" in the all-volunteer Army has served as a catalyst for expanded roles for women. Over the 1972-76 period, women recruits raised the quality (as measured by educational attainment and standardized

test scores) of the armed forces; tended to equalize the racial mix with that of the overall population; and, on average served longer than male counterparts.

In an article entitled "Utilization of Women in the Military", Nancy Goldman (1973) of the University of Chicago made the following observation:

> "The encountered and projected increase of women in the armed forces reflects, first, external social change in the United States and the conscious effort of the military to recognize and incorporate such change. Second, because of the relatively low status of the profession, the traditional anti-military attitudes in the society and the negative impact generated by the war in Vietnam, the movement to an all-volunteer force requires the military to intensify its search for sufficient manpower. The armed forces have traditionally recruited disproportionately from the margins of American society; they have recruited heavily from the rural areas, particularly the South, where unemployment and underemployment are most prevalent; and more recently, personnel have been sought among the black community. Women also are a potential source of labor. Third, the changing character of the military establishment, together with its great emphasis on administration, logistics, and the like, plus its increasing emphasis on deterrence, alter the organizational milieu of the armed forces and potentially broaden sex roles in a direction favorable to women.[6]

Influenced by these societal and organizational changes, the Pentagon decided in 1972 that the scope of women's participation had to be expanded and the many sources of sex discrimination removed. At that time there were about 45,000 females in the services, 1.9 percent of all military personnel. By 1976, close to 110,000 women constituted over 5 percent of the uniformed work force.[7]

For this expansion to take place women had to be assigned to a greater variety of jobs, most particularly at the enlisted level; there was no fear of a shortfall in officers who were less affected by the end of the draft. Traditionally, enlisted women had largely been confined to health care and clerical duties in peacetime. In fact, before the 1972 expansion, only 35 percent of all military enlisted occupations were open to women; by 1976 over 80 percent were open. The proportion actually assigned to the new kinds of nontraditional jobs also increased: 10 percent of all females in the armed forces were assigned to scientific, technical, or blue-collar labor specialties in 1972, whereas in 1976 the proportion was over 40 percent. Consistent with these changes to "structurally" bring about an expanded role for women in the military, in 1976 women were admitted to each of the nation's service academies by Congressional legislation.[8] In December 1977, the Army proposed the following policy on women's assignments: that women may serve in any military job at any

organizational level "except battalion size and smaller units of infantry, armor, canon, field artillery, combat engineer, low altitude air defense artillery and other direct combat-related specialties such as Special Forces." The action opened all but 16 of the Army's 377 military specialties to women officers and enlisted personnel.

The dramatic expansion of women into the military, however, is largely complete if present laws and policies toward the "appropriate" roles for women in the military persist.

The high rate of increase in the total number of females in the military that occurred during the first half of the 1970's, averaging about 20 percent annually, started to abate in fiscal 1976. Annual growth of female strength is expected to average about 5 percent annually through fiscal year 1982, at which time about 147,000 women will constitute about 7 percent of the armed forces.[9] If these goals are to be exceeded, either Congress will have to change certain laws or the military service will have to alter certain policies that circumscribe women's opportunities.

At one extreme, maintaining the status quo denies to women a full measure of equality and responsibility. Moreover, by overlooking this large reservoir of labor, military planners run the risk of having to either unnecessarily increase monetary incentives or

reinstitute the draft in order to maintain the present size and quality of the armed forces. At the other extreme, removing all legislative and policy constraints based on sex (including those against using women in direct combat roles) runs counter to long-standing cultural mores and has uncertain implications for military effectiveness. Indeed Binkin and Bach argue that although present restrictions deny women access to significant jobs and deny the nation a pool of competent workers who might be willing to volunteer, the consequences of removing all barriers, especially the prohibition against assigning women to direct combat duty are not yet well enough understood to assess their influence on military effectiveness or on society as a whole. In addition, the lack of precedent of other countries on this matter, as well as the lack of scientific research in our own country in this area continues to cloud this issue.

To quote Nancy Goldman again:

> "In his study of The Professional Soldier, completed in 1960, Morris Janowitz did not find it necessary to deal in any depth with women personnel because of their derivative role and lack of impact on the organizational climate of the profession. While Janowitz foresaw the end of the mass army and the movement toward a more contractual system, he did not anticipate an increased emphasis on the recruitment of women into the military. Charles Moskos, a decade

later, still had to point out that the position of women in military organizations is almost completely unresearched."[10]

Endnotes

1. Martin Binkin and Shirley J. Bach, Women and the Military, The Brookings Institute, Washington, D.C., 1977, p. 1.

2. Robert Lindsey, "Women Entering Job Market at an Extraordinary Pace", N.Y. Times, (15 September 1976), p. 49.

3. ibid., p. 50.

4. Harry C. Beans, "Sex Discrimination in the Military", Military Law Review, Vol. 67, pp. 19-82.

5. ibid.

6. Nancy Goldman, "The Utilization of Women in the Military", the Annals of the American Academy of Political and Social Science, Vol. 406 (March 1973), pp. 107-116.

7. Binkin and Bach, op. cit., p. 2.

8. ibid.

9. ibid.

10. Goldman, op. cit.

II. Method. The Conceptual Design of Project Athena

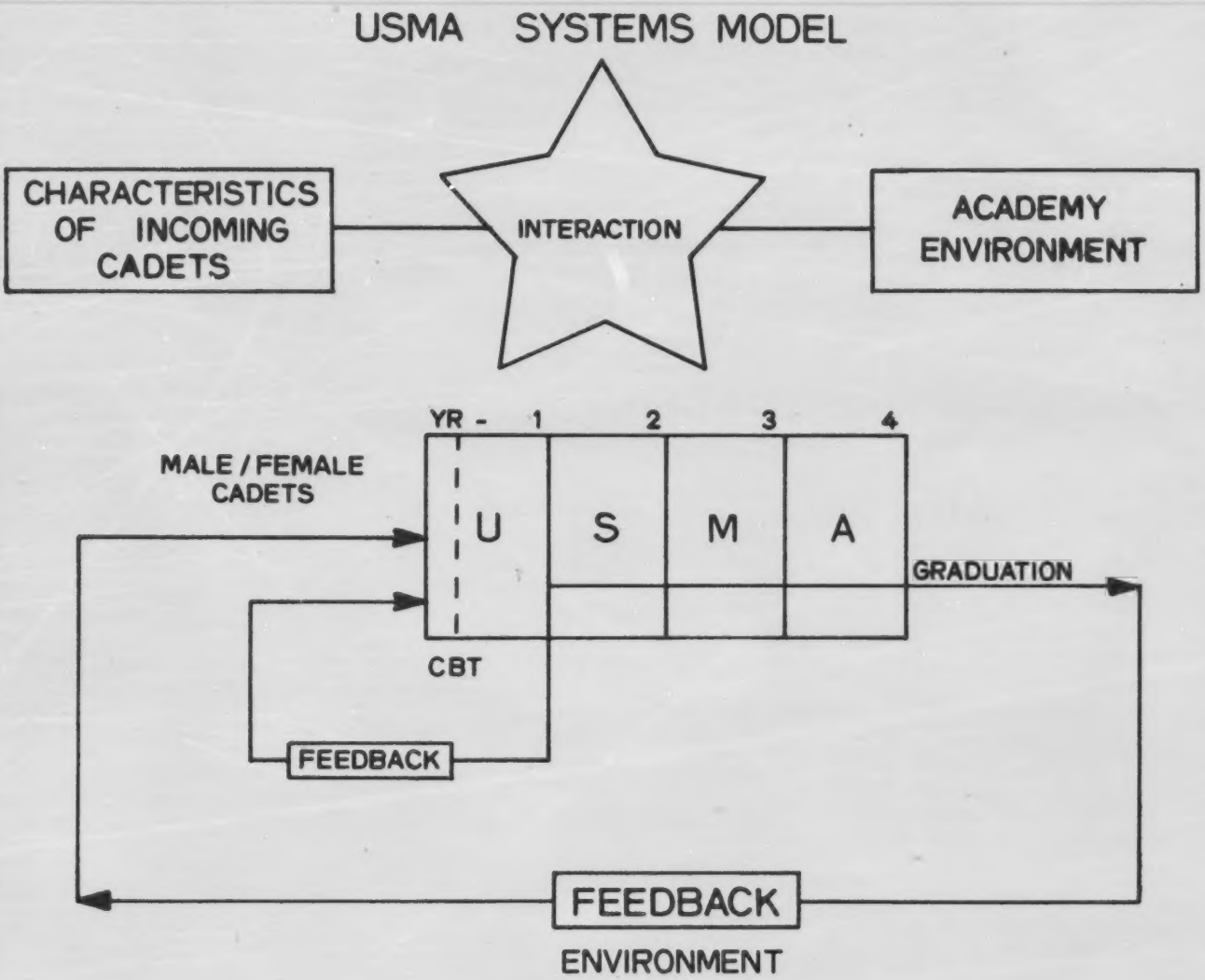
In order to study the process of coeducation at West Point, the researchers adopted an open-systems model to serve as a conceptual guide to the study. The U.S. Military Academy was analyzed as an organization with inputs (i.e. incoming male and female candidates), through-puts (i.e. activities designed to "educate, train, and motivate" cadets), and outputs (i.e. newly commissioned Second Lieutenants). This model portrays USMA as part of a larger environment to which it is responsive and upon which it is dependent. That environment not only includes the Army, but American society as well with all of its many sub-groups. (See Figure 1)

The researchers hypothesized that admitting women to the Academy would produce an interaction between two sets of factors - those associated with the individual and those associated with the institution. The global objectives of this research effort were, and are, to analyze the effect of entering USMA on individual cadets and to analyze the impact on the Academy itself of coeducation.

The study has been guided, but not limited to exploring the following broad research questions:

a. Individual Adjustment: How do psychological factors mediate the performance and integration of cadets into the USMA environment?

FIGURE 1


USMA SYSTEMS MODEL
CHARACTERISTICS OF INCOMING CADETS
INTERACTION
ACADEMY ENVIRONMENT
YR - 1 2 3 4
MALE / FEMALE CADETS
U
S
M
A
GRADUATION
CBT
FEEDBACK
FEEDBACK
ENVIRONMENT

b. Attitudes: How do the attitudes of cadets toward women change over time and how do attitudes differ among subgroups in the USMA environment?

c. Social Background Characteristics: What significant sex differences on entrance characteristics exist and how do cadets compare with undergraduates at other educational institutions?

d. Individual Performance: How do women perform in comparison to men in traditional areas of cadet performance such as: academics, physical training, military training, peer evaluations, extracurricular activities, and intercollegiate athletics?

e. Attrition: What factors affect a female cadet's decision to voluntarily resign from West Point? How are these different from male cadets?

f. Unit Performance and Leadership: What are the differences in performance and morale in units with and without women, and what is the effect of the presence of women on the leadership process?

g. Institutional Reaction: What actions did West Point take to admit women and what modifications occurred once women had been admitted?

Data-Collection: Data for the study has been obtained through periodic: (1) surveys of cadets and officers at USMA; (2) interviews with cadets and officers; and (3) observation of training and interactions between individuals. The project was officially begun in January 1976, and initial baseline attitudinal data were collected shortly after that date. Project Athena is an on-going study, with commitment having been expressed to continue the research for at least two more years. Many of the research findings to date are "preliminary", in light of the relatively short period of time in which the Academy has been coeducational. Longitudinal analysis of findings, however, should provide invaluable insight not only into the process of coeducation, but into the broader context of male-female interactions in organizational settings.

III. Results.

A. Entrance Characteristics: Comparisons of the Classes of 1980 and 1981 on Selected Measures.

In a report entitled "New Cadets and Other College Freshmen: Class of 1981", Mr. John W. Houston (USMA) compared new cadets with a norm group of entering freshmen from 232 four-year colleges. Comparisons were made between male and female cadets in the class and male and female students at other 4-year colleges. Data were presented on secondary school and socioeconomic backgrounds, values, interests and activity patterns and were based on the American Council on Education's yearly survey.

In the report, Mr. Houston concluded:

> "Some sex differences between USMA male and female cadets may be of interest. More female than male cadets had mothers who had education beyond high school. More women cadets had average secondary school grades of A- or above.
>
> In regard to reasons very important in deciding to go to college, USMA women listed four significantly more often than male cadets: gain a general education, learn more about things, meet new and interesting people, and become a more cultured person.
>
> Male cadets tended to be more conservative in their attitudes than female cadets. Male cadets agreed more frequently that: (1) there should be laws prohibiting homosexual relations; and (2) women's activities are best in the home.

Regarding preferential treatment, women cadets took a more conservative stand, in that female cadets believed less frequently that open admissions should be adopted by all publicly supported colleges.

The average grade in secondary school of female cadets was farther above the grade of male cadets than was the grade of female students above the male students in the national norm.

Regarding freshmen views, on the statement "Women's activities are best confined to the home," the percent of male cadets agreeing with this (41%) is farther above female cadets (15%) than the percent of male students (36%) was above female students (20%) at other colleges.

On college expectations, more male cadets than female cadets thought they "would marry within a year after college," while students in the norm groups had the opposite pattern.

On self-ratings of personal abilities, USMA men rated themselves within ten percentage points of men at four-year colleges on all items, while women cadets rated themselves more than ten points higher than women at four-year colleges on the following six items: (1) do at least 15 push-ups; (2) score a tennis match; (3) swim a mile without stopping; (4) know freedoms in Bill of Rights; (5) referee sporting events; and (6) bake a cake from scratch."

In Table 1 the classes of 1980 and 1981 are compared in terms of the volume of applicants. Analysis of this table reveals that:

TABLE 1

APPLICANT PROFILE BY CLASS

	Applicant Files Started			Percent of Total Pool	
Year	Men	Women	Total	Men	Women
1976	11358	867	12225	92.9	7.1
1977	9868	828	10696	92.3	7.7

	Nominated and Examined			Percent	
Year	Men	Women	Total	Men	Women
1976	6130	631	6761	90.7	9.3
1977	5616	534	6150	91.3	8.7

	Qualified (Acd, Med, and Phy)			Percent	
Year	Men	Women	Total	Men	Women
1976	2474	176	2650	93.4	6.6
1977	2433	152	2585	95.9	5.9

	Percent of Applicants Qualified	
Year	Men	Women
1976	21.8	20.3
1977	24.7	18.4

	Admitted			Percent	
Year	Men	Women	Total	Men	Women
1976	1366	119	1485	92.0	8.0
1977	1367	104	1471	92.9	7.1

	Percent of Group Admitted After Qualification	
Year	Men	Women
1976	55.2	67.6
1977	56.2	68.4

Source: USMA Admissions

(1) the number of men and women applying for admission has decreased

(2) the proportion of women in the total pool has increased

(3) the percentage of women determined qualified, once having applied, has slightly decreased

(4) the percentage of women admitted, once being qualified, has become slightly greater

Data in Tables 2,3 reveal that, in general, the Classes of 1980 and 1981 (both men and women) were highly similar in terms of the entrance characteristics analyzed. Of some note was the higher whole candidate score of Class of 1981 women. This score is a composite measure of academic, physical and leadership aptitude.

In a report which focused on differences between men and women cadets of the Classes of 1980 and 1981 in attitudes toward the roles of women in society, in the Army, and at West Point, Dr. Robert Priest concluded: "At entrance, the Class of 1981 had a pattern of attitudes and characteristics that was highly similar to the Class of 1980; men and women differ significantly on a number of attitudes."

TABLE 2

ENTRANCE CHARACTERISTICS BY CLASS

		Class of 1981		Class of 1980	
		Male	Female	Male	Female
WCS	N	1365	104	1381	119
	Mean	5925.6	5950.4	5960.8	5761.6
LPS	N	1365	104	1381	119
	Mean	607.1	594.0	606.7	594.9
PAE	N	1361	104	1377	119
	Mean	562.8	517.4	555.7	278.2*
ACEER	N	348	19	349	30
	Mean	588.9	605.0	595.5	606.4
CEER	N	1017	85	1033	80
	Mean	590.8	608.8	598.1	621.4
SAT-V	N	1017	85	1033	80
	Mean	546.5	562.2	548.8	569.3
SAT-M	N	1017	85	1033	80
	Mean	629.6	620.0	639.2	626.5
ACT-EN	N	348	19	349	39
	Mean	22.3	23.8	22.5	23.7
ACT-MA	N	348	19	349	39
	Mean	28.4	28.2	28.8	27.9

Source: Office of Institutional Research

*(Women in the Class of 1980 were evaluated using the physical standards of the men's scale)

TABLE 3

ENTRANCE CHARACTERISTICS BY CLASS (ABBR)

The following abbreviations apply to the previous table:

ACEER:	A weighted composite score of three ACT tests and a standardized High School Rank score.
ACT-EN:	American College Test, English.
ACT-MA:	American College Test, Mathematics.
CEER:	A weighted composite score of two College Entrance Examination Board tests and a standardized High School Rank score.
LPS:	Leadership Potential Score.
PAE:	Physical Aptitude Examination.
SAT-M:	Scholastic Aptitude Test-Mathematics.
SAT-V:	Scholastic Aptitude Test-Verbal.
WCS:	Whole Candidate Score, a weighted composite score of the CEER (or ACEER), LPS and PAE.

Source: Office of Institutional Research

(1) Attitudes toward Women in Society: Men and women in the Classes of 80 and 81 scored similarly on this particular scale. Men tend to be traditional in their views, that is they view the proper role of women as in the home, whereas women of both classes are more nontraditional. (See Table 4 and Inclosure 1)

(2) Attitudes toward Women in the Army: Men in the Class of 1981 at entrance were less traditional in their views toward the roles of women in the Army than men cadets were in the Class of 1980. Both groups, however, are quite traditional in comparison to active Army personnel surveyed later. (See Table 5 and Inclosure 2)

(3) Life-Style Preferences: The life style preferences for men and women were different, but each gender in the Class of 1981 had a pattern similar to the same group in the Class of 1980. The majority see "marriage, children, full-time job" as most desirable. Traditionally, men have all 3, while women have to forego marriage for a career or vice versa. Thus, women who choose all 3 are "nontraditional" in their life style preference. There is a notable percentage of women cadets, however, who opt for a very career-oriented life style: that is, marriage and a full-time job or single and a full-time job. It is interesting that some women and

TABLE 4

COMPARISON OF AWS* SCORES FOR MEN AND WOMEN AT SEVERAL INSTITUTIONS

Sample	Date	Number	Mean	S.D.
University of Texas	1975			
Men		248	47.16	12.78
Women		282	53.16	12.56
U.S. Military Academy				
Class of 1980	1976			
Men		1278	42.35	9.93
Women		114	57.29	8.65
Class of 1981	1977			
Men		1360	42.56	10.05
Women		102	56.24	9.10
USMA Faculty	1976			
Men		236	48.83	11.64

* The AWS (Attitudes Toward Women Scale) is a 25-item instrument designed to measure traditionalism (low scores) or equalitarianism (high scores) in attitude toward the rights and roles of women in society (Spence, Helmreich, and Stapp, 1973; Spence and Helmreich, 1972)

Source: USMA, Project Athena

TABLE 5

SEX - ROLE ATTITUDES OF CADETS
AND ARMY PERSONNEL

Sample	Date	Number	Mean	S.D.
U.S. Military Academy				
Class of 1980	1977			
Men		916	-2.32	2.10
Women		75	1.46	2.03
Class of 1981	1977			
Men		1,359	-1.08	1.85
Women		102	1.61	1.93
Commissioned Army Officers	1975[b]	2,113	-0.07	2.87
Warrant Officers, Army	1975[b]	396	-0.15	2.98
Enlisted Personnel, Army	1975[b]	3,331	+0.01	2.86
Women in the Army	1975[b]	366	+2.08	2.50

[b]Source: J. Savell and J. Woelfel, Army Research Institute paper, 1977. Negative scores indicate more traditional sex-role concept toward appropriate roles for women in the Army.

Source: USMA, Project Athena

men enter the academy while prefering "marriage, children, no full-time job" as a life style. In subsequent analysis it will be shown how these life style preferences relate to other indications of sex-role attitudes. (See Table 6)

TABLE 6

LIFE - STYLE PREFERENCES (IN %)

Item	Class of 1980 Men	Class of 1980 Women	Class of 1981 Men	Class of 1981 Women	Gallup Poll
Married, children, full-time job	74	46	79	47	45
Married, no children, full-time job	10	25	12	26	8
Married, children, no full-time job	3	11	2	14	31
Married, no children, no full-time job	1	2	1	0	1
Single, full-time job	10	14	6	14	15

Source: USMA, Office of Institutional Research

B. The Second Year of Coeducation - the Class of 1980 and 1981

1. The Academic Experience. Educating men and women together is at the heart of coeducation at the Academy. It is grounded in the recognition that men and women have much to learn from each other. Since most cadets pursue a core curriculum in their plebe (freshman) and yearling (sophomore) years at USMA, it is not possible at this stage of coeducation to determine where the women will tend to concentrate their academic emphasis.

Last year, men and women performed similarly in most areas of academic life. The top woman finished 44th overall (to include military science and physical education) and 23 percent of the women, compared to 30 percent of the men made the Dean's List. Women cadets performed as well as, or better than, men in English, math, and foreign languages, but less well in engineering fundamentals, environmental science, and military science.

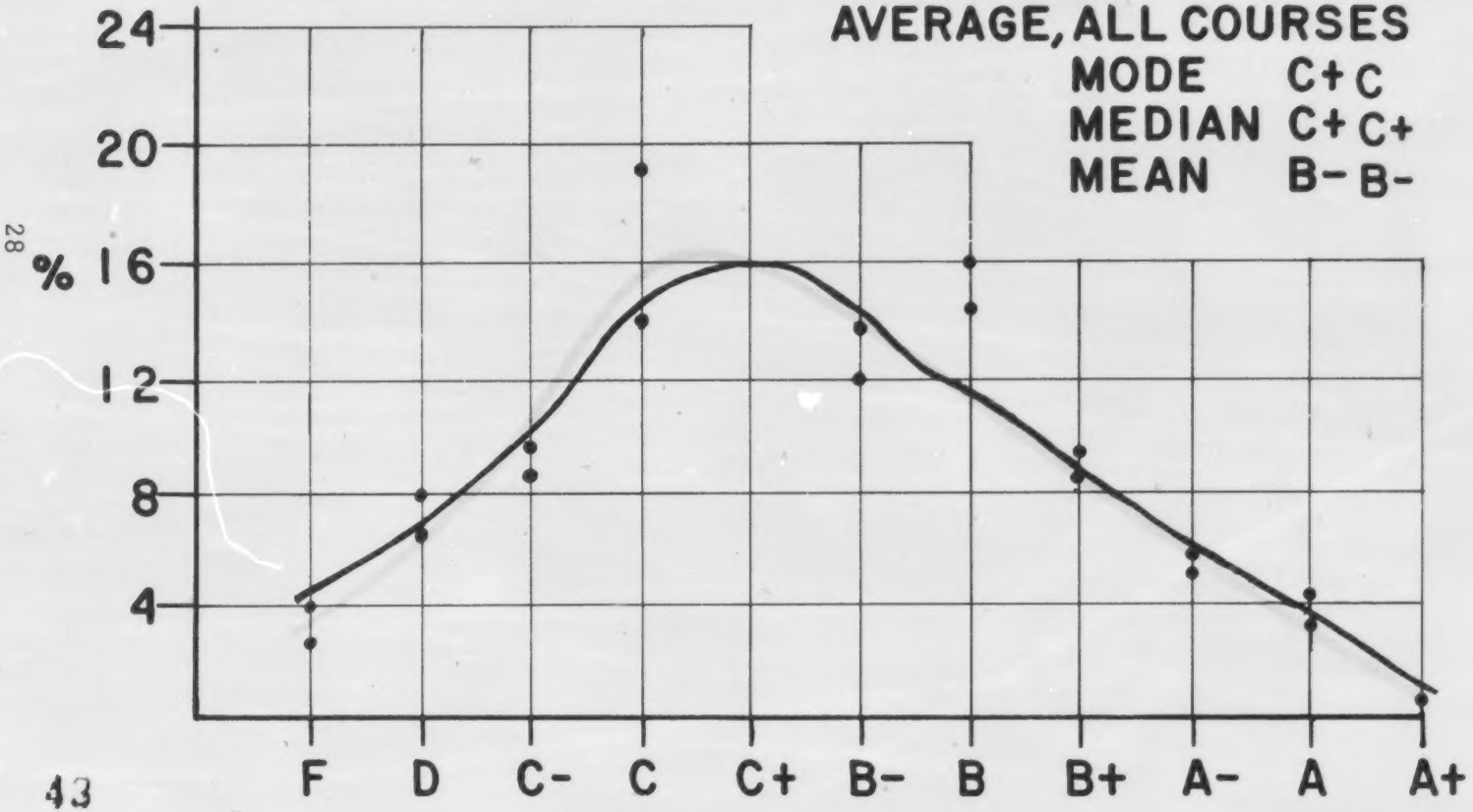
This year, in an analysis of academic grade distributions for the first academic semester, (as a function of percentage of enrollment), men and women in the Class of 1980 and men and women in the Class of 1981 performed similarly in an analysis of courses overall. (See Table 7)

FIRST SEMESTER ACADEMIC ATTAINMENTS
CLASS OF 1980/1981 (AY1977-1978)

TABLE 7a

GRADE DISTRIBUTIONS AS A FUNCTION OF PERCENTAGES OF ENROLLMENT, AVERAGED FOR ALL COURSES

MALE
FEMALE

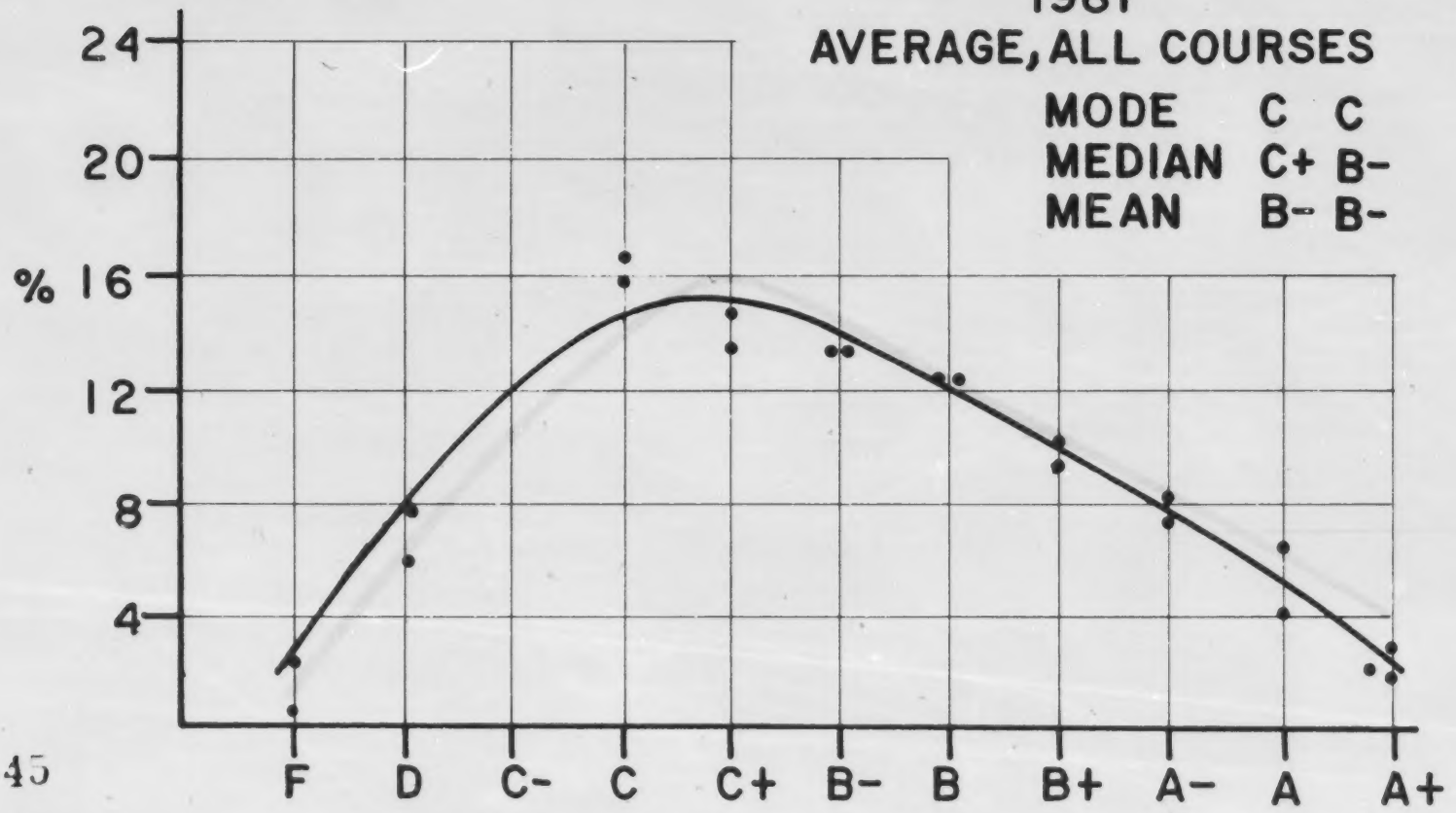


FIRST SEMESTER ACADEMIC ATTAINMENTS
CLASS OF 1980/1981 (AY 1977-1978)

GRADE DISTRIBUTIONS AS A FUNCTION OF PERCENTAGES OF ENROLLMENT, AVERAGED FOR ALL COURSES

MALE
FEMALE

TABLE 7b



RUSSIAN SOVIET FEDERATED SOCIALIST REPUBLIC

During the first semester, women in the Class of 1980 performed slightly better (i.e. tended to receive higher letter grades than men) in foreign languages. Women achieved similarly to men in English and history. Women achieved slightly less well than men in chemistry, physics, and math. Differences in these areas were minimal.

During the first semester, women in the Class of 1981 performed slightly better (i.e. tended to receive slightly higher letter grades than men) in foreign languages and English. Women achieved similarly to men in military science and math (similar performance by women in military science this year was in contrast to differences noted in this course last year). Women achieved slightly less well than their male counterparts in engineering fundamentals and environmental science.

While statistics of achievement reflect something of the educational atmosphere, they cannot fully represent the quality of the academic experience. In many classes, women often find themselves the sole woman in the section. Most sections are small, consisting of approximately fifteen cadets. It is unclear how such a situation effects the learning process or the participation of women in that process. Distribution of women in the classroom may be a factor to consider in enrolling women to small-group seminars, if discussion can be enhanced by enrolling a greater number of women to the section.

Another issue which has surfaced in interviews with women is the discomfort they have periodically experienced in class because of their feminine identity. Examples, although infrequent in number, of

instructors being too familiar with women (by using their first names while calling on men by their last), of ignoring women, of being overly attentive to women's contributions in class, and of modifying content, style, examples, and humor for a mixed-sex class, in contrast to previously all-male classes, have been cited.

In general, however, it appears that in formal and informal ways, in designed and spontaneous discussion, in sharing preparations in the barracks for common academic requirements, and in being open to academic exploration and discovery, West Point men and women have begun to experience what it means to be coeducational.

2. The Physical Training Experience: This year, as last year, women were graded on separate scales in most physical education courses and events, since prior research at USMA showed practically no overlap in the distribution of men and women's physical performance scores (Peterson, et.al., 1976). In addition, plebe women continue to take "self-defense" - consisting of judo and karate - instead of required men's courses in boxing and wrestling.

Although comparisons are difficult to draw across classes due to many varying factors, there is some evidence that women in the Class of 1981, when compared with women in the Class of 1980, have higher physical aptitudes. This could be due to changes taking place in society, which encourage the development of physical skills in women as well as in men. Tables 8 and 9 provide some comparisons of the Classes

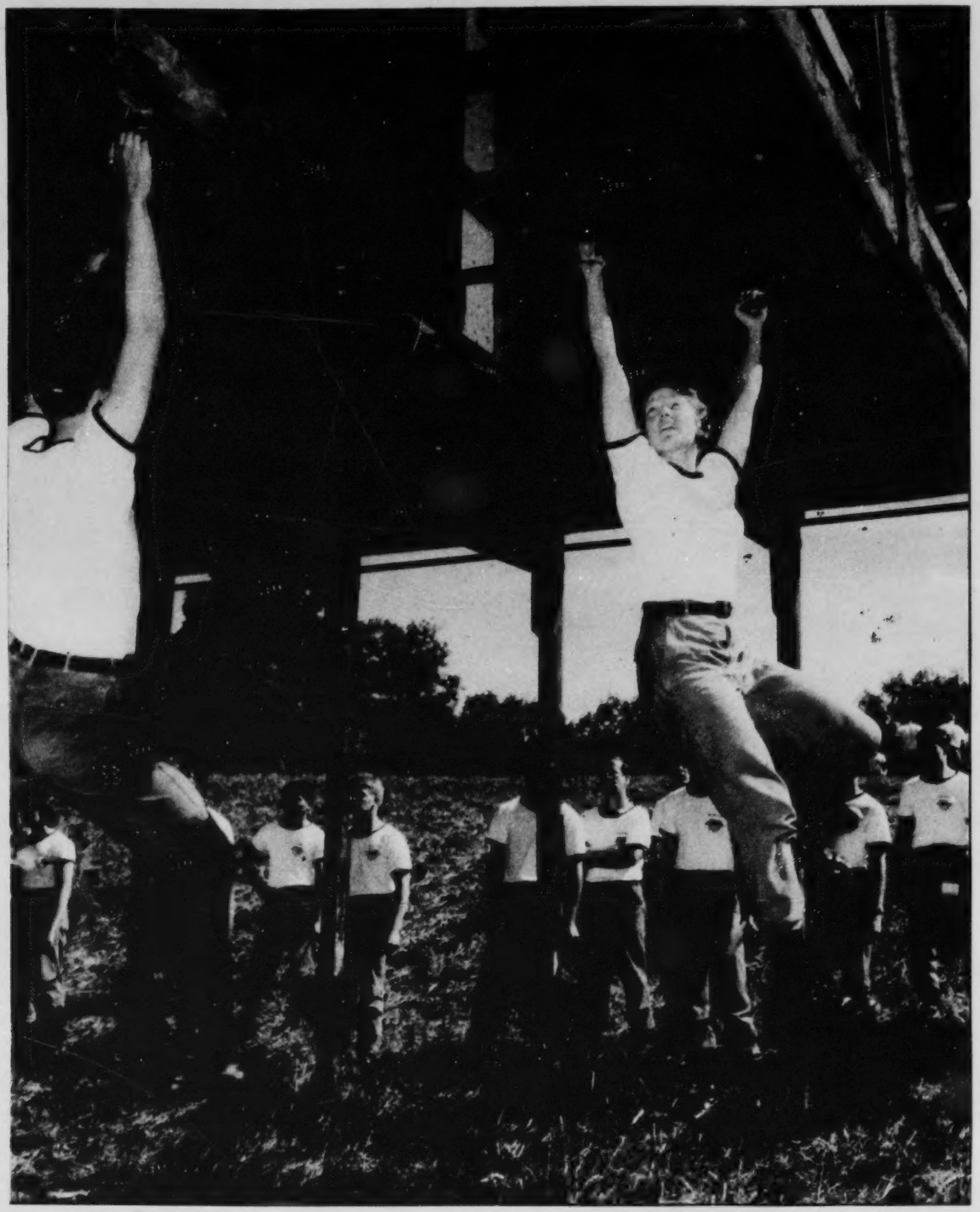


TABLE 8a

PHYSICAL PERFORMANCE DATA
CLASSES OF 1980 AND 1981

Physical Aptitude Test (given each December)

Class of 1980 Means	Men	Women
Pull-ups	9.4	1.58
Standing Long Jumps	90.4 in	75.5 in
Modified Basketball Throw	68.8 ft	41.9 ft
300-yard Shuttle Run	58.8 sec	65.5 sec

Class of 1981 Means	Men	Women
Pull-ups	10.1	2.8
Standing Long Jump	90.6 in	74.0 in
Modified Basketball Throw	70.6 ft	43.3 ft
300-yard Shuttle Run	58.5 sec	65.3 sec

Minimum	Men	Women
Pull-ups	6	-
Standing Long Jump	86 in	72 in
Modified Basketball Throw	62 ft	39 ft
300-yard Shttle Run	62 sec	69 sec

Indoor Obstacle Course

Class of 1980	Men	Women
1976 Average Time	3 min 9 sec	5 min 13 sec
1977 Average Time	3 min 9 sec	5 min 35 sec
Minimum	3 min 45 sec	7 min 9 sec

Pull-Up Averages (women only)

Class of 1980	Jul '76	Sep '76	Mar '77
	0.42	0.70	2.32

Class of 1981	Jul '77	Sep '77	Dec '77
	1.1	1.23	2.8

Source: Department of Physical Education

TABLE 8b

PHYSICAL PERFORMANCE DATA
CLASSES OF 1980 AND 1981

Two-Mile Run (October of each year)

Class of 1980 Averages	Men 13.18 min	Women 15.83 min
Class of 1981 Averages	Men not available	Women 15.4 min
Minimum Standards	Men 13.95 min	Women 17.10 min

Source: Department of Physical Education

TABLE 9

PHYSICAL PERFORMANCE DATA
CLASSES OF 1980 AND 1981 - II

Reveille Runs, Cadet Basic Training (CBT)

Women in the Class of 1980

Date	Run/Walk	Pace	Fallout Percentage
31 Jul	10 min/1 min	8:30	17.9
14 Aug	30 min/0 min	8:15	36.0
21 Aug	30 min/0 min	8:15	26.4
23 Aug	30 min/0 min	8:00	35.0

Women in the Class of 1981

Date	Run/Walk	Pace	Fallout Percentage
16 Jul	8 min/2 min	8:30	10.5
23 Jul	9 min/1 min	8:30	11.5
30 Jul	10 min/1 min	8:30	2.0
6 Aug	15 min/0 min	8:15	14.0
13 Aug	30 min/0 min	8:15	12.5
20 Aug	30 min/0 min	8:00	31.0

Less than one percent of the men fell out of any of the runs.

Source: Department of Physical Education

of 1980 and 1981 on selected physical performance measures. An analysis of these tables reveals that women in the Class of 1981 performed better on such events as: pull-ups, the modified basketball throw, and the two-mile run than the prior class. Since prior studies have demonstrated the importance of physical aptitude to peer acceptance at USMA, these data suggest that changes may have occurred in other aspects of coeducation as well over the past year

Figure 2 provides a comparison of the Classes of 1980 and 1981 (men and women) on "the average weekly percent of men and women cadets reporting to reconditioning in lieu of morning reveille exercise" during Cadet Basic Training (July-August). Cadets report to reveille reconditioning if they are unable to undertake the regular morning physical training due to minor injuries. As can be seen, the percentage of women reporting in CBT-77 was significantly less than in CBT-76. Possible reasons to explain this lower absence rate are: (1) that the use of new running shoes in CBT 77 had a positive effect on reducing minor injuries, or (2) that modifications to the PT program itself to develop high and low performers at different rates, as opposed to having a uniform running standard for all cadets, contributed to more effective physical development.

AVERAGE WEEKLY PERCENT OF MEN & WOMEN CADETS REPORTING TO RECONDITIONING IN LIEU OF MORNING REVEILLE EXERCISE

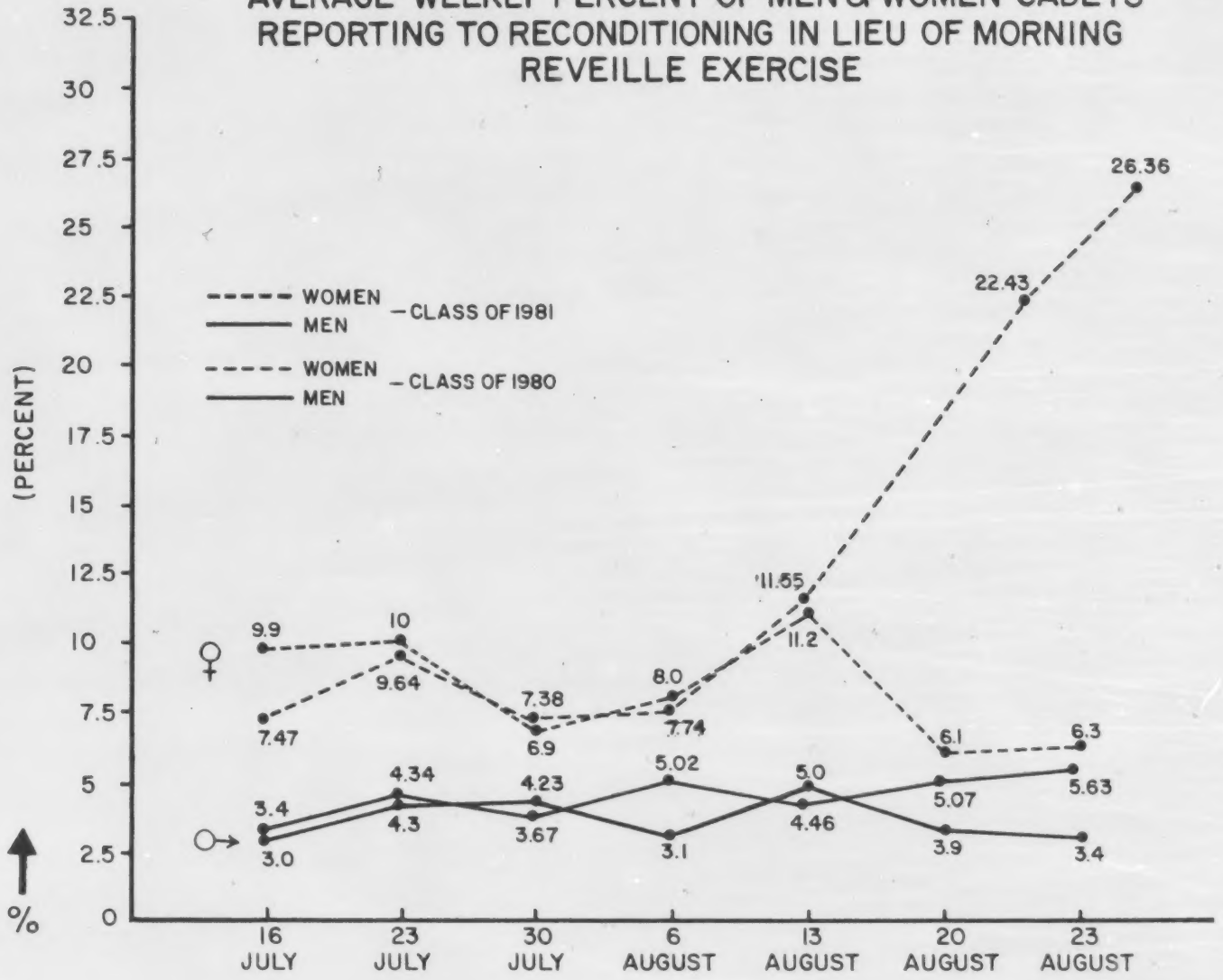


FIGURE 2

3. Attrition - Analysis Over Time: Table 10 provides an analysis of attrition rates of men and women in the Classes of 1980 and 1981 from July 1976 - January 1978. Since Cadet Basic Training - 1976, the attrition rate of women in the Class of 1980, in comparison with men, has remained at a figure about 5 percent higher than that of the men. The significance of this statistic may not be the slightly higher resignation rate of women which exists, but the number of women who remain when challenged by a highly equalitarian approach to coeducation. It may well be, however, that USMA will experience a higher attrition rate of women in the Class of 1980 in the future as: (1) women decide to pursue more traditional career paths; (2) consider the alternative of civilian college education (women in the Class of 1980 had significantly more prior-college education before being admitted to USMA than men in the class); (3) find the unique stresses of being in an environment of such "skewed gender distributions" an unnatural one to live in; (4) decide to get married; (5) lack the commitment for a military career; or (6) are not favorably impressed with Army life after their Cadet Troop Leader Training experiences.

As can be seen in the table, the attrition rate of both men and women in the Class of 1981 in Cadet Basic Training was less than that of the Class of 1980. A number of reasons have been offered to explain this differential: (1) that women in the Class of 1981 had more realistic expectations regarding the nature of the cadet environment as a result of publicity given last year's class and from

TABLE 10

ATTRITION RATES OF MALE AND FEMALE CADETS
CLASSES OF 1980/1981
(July 1976 - January 1978)

Class of 1980	Males (1366)		Females (119)		Total (1485)	
	%	N	%	N	%	N
Cadet Basic Training: (7 Jul 76 - 6 Sep 76)	9.9	(135)	15.9	(19)	10.4	(154)
Fourth Class Year First Semester: (7 Sep 76 - 22 Jan 77)	6.4	(88)	6.7	(8)	6.5	(96)
Second Semester: (24 Jan 77 - 28 May 77)	4.1	(56)	3.4	(4)	4.0	(60)
Cadet Field Training/ Leave: (28 May 77 - 5 Sep 77)	5.6	(76)	5.0	(6)	5.5	(82)
Third Class Year First Semester: (6 Sep 77 - 22 Jan 78)	1.1	(15)	1.7	(2)	1.1	(17)
Total Attrition Rate: (7 Jul 76 - 22 Jan 78)	27.1	(370)	32.8	(39)	27.5	(409)

Class of 1981	Males (1367)		Females (104)		Total (1469)	
	%	N	%	N	%	N
Cadet Basic Training: (6 Jul 77 - 5 Sep 77)	7.0	(95)	9.6	(10)	7.1	(105)
Fourth Class Year First Semester: (6 Sep 77 - 22 Jan 78)	5.3	(73)	4.8	(5)	5.3	(78)
Total Attrition Rate: (6 Jul 77 - 22 Jan 78)	12.3	(168)	14.4	(15)	12.5	(183)

academy publications which more clearly specified physical and military requirements; (2) that adjustments made in the conduct of physical training to more directly discriminate between high and low performers enabled all cadets to develop at a rate more commensurate with their level of ability; and (3) that leadership seminars conducted prior to summer training for cadets and officers were instrumental in creating a more supportive leadership climate, conducive to the training and development of all cadets.

In a study entitled "A Longitudinal Study of the Relationship Between Organizational Commitment, Motivation, and Cognitive and Behavioral Measures of Attrition in the U.S. Military Academy Environment", the author found that women tended to value more those aspects of the environment found in civilian colleges, i.e. taking the academic courses they like, acquiring an appreciation of ideas, getting along with people and making new friends. They tended to value less those characteristics of USMA associated with military skills, i.e. firing weapons, being trained to fight in combat, wearing a uniform and having daily physical workouts. (An exception to this was a preference for parades and ceremonies.) In addition, the study found that attrition during Cadet Basic Training is affected by personality factors (as the individual's "commitment"), as well as environmental factors, and the interaction between the two.

Data reveal that some cadets come to USMA initially just to "look it over." In some cases, a mis-match is perceived to exist between the individual's "expectations" of the Academy, and what they actually experience. Some individuals can relieve this dissonance through early resignation. (A number of additional studies are presently underway at USMA to study the phenomena of cadet attrition).

4. Satisfaction with Cadet Life: In April 1977, a survey was administered to all cadets of the Class of 1980 to determine their satisfaction with various aspects of cadet life. Table 11 provides an analysis of these findings. In general, cadets were satisfied with most of the aspects of cadet life measured. Cadets of both sexes were most satisfied with billeting, recreational facilities, intramurals, and relations with officers at USMA. They tended to be most dissatisfied with dating opportunities, privileges, and social activities. Women were significantly more dissatisfied than men with uniforms and hair length standards while being significantly more satisfied than men with privileges and parades and ceremonies. Interviews were conducted with cadets to more fully understand their views in these areas.

In evaluating coeducation to date, it is significant to note the degree of satisfaction perceived to exist by cadets toward billeting arrangements at USMA. The interaction of cadets with one another is an essential component of education, as well as of professional socialization. The academic and military aspects of Academy life

TABLE 11

Satisfaction of Cadets in the Class of 1980

Scale Content	Men	Women	
Billeting	1.70	1.50	
The Honor System	2.12	2.23	
The Leadership Evaluation System	2.89	2.97	
Cadet Priveledges	3.04	2.62	*
Intramurals (Fall)	1.92	2.02	
Intramurals (Winter)	1.95	2.15	
Parades and Ceremonies	2.55	2.07	*
Dating at USMA	3.30	3.23	
Hops, Dances, and Social Activities	2.96	2.91	
Hair Length Standards	2.16	2.88	*
Cadet Uniforms	2.07	3.00	*
Recreational Facilities	1.74	1.62	
The Academic Program	2.11	2.30	
Relations with my Tactical Officer	2.00	2.12	
Relations Between Cadets and Academic Instructors	1.76	1.93	

NOTE: Low scores indicate satisfaction, high scores dissatisfaction.

* $p < .05$ by a modified LSD multiple range test.

Data was obtained from 483 men and 43 women on April 19, 1977, Project Athena Survey.

necessitate that both structured and spontaneous interaction be possible. A survey in April 1977 revealed that 86 percent of the women and 66 percent of cadets overall favored integrating women into all companies of the Corps as soon as possible. This has been accomplished, but not without some tensions which have been created as a result of men and women sharing common barracks hallways.

Although interactions between men and women have been facilitated by the above policy, there probably remains a need for the development and promotion of interaction of women with women, and men with men, the later being far more commonly observed at USMA than the former. Coming to a full sense of one's womanhood - or manhood - requires time and privacy with other women - or men - as does the development of deep and enduring friendships with others. As coeducation evolves at USMA, it would seem that vehicles to promote interaction among women with women will be important to their long term development as women. This would seem to be even more important, given the present policy of billeting men and women so closely together, thereby creating the need for men and women to learn to live responsibly with one another.

5. The Experiences of Women. In 1977, a large university which had become coeducational in the early 1970's formed a committee to evaluate coeducation after a period of 5 years. In the report, the committee attempted to describe some sense of the

climate of coeducation at that time. The findings appear relevant to observations made to date at USMA, and are provided as early experiences with coeducation that may generalize to many institutions which have experienced it.

> "There is no doubt that there exists some areas of major discomfort for a number of women students. They consider a continuance of the male ethos as a basic problem. They describe a residual machismo which supports the development of the male ego far more specifically than that of the female ego. In the context of that ethos some women expressed the impression that their presence is permitted but not essential, that they are 'women in a men's university.'
>
> Such an impression necessarily results in feelings of estrangement and self-consciousness. The schools male history in combination with societal influences contributes to several other headings under which the unpleasant experiences of the women seem to fall. Sexism has been evidenced in subtle as well as not-so-subtle ways. On one hand some male faculty and administrators have manifested a lack of awareness that the student body is no longer all male, and on the other hand some have given such continued attention as to embarrass the woman. More overtly some women have been subjected to crude remarks and jokes and to crass pranks aimed at them as sex objects.

> Significant emphasis is placed on academic preparation for career and profession at this institution. That preparation is approached with seriousness and success by the majority of women undergraduates. When others question their seriousness, not in the light of their ability, but because of female-associated expectations, the women knew anger and frustration. Their own questions about combining marriage, motherhood and career grow more urgent as a result, as does their need for answers to these questions. Finally, there is a certain awkwardness of experience which the women students have known. It is described as the 'strange mix' of coeducation on a traditionally male campus where a certain bias still exists and men outnumber women 4 to 1. With a built-in lack of male-female experience, many men and women students remain uncomfortable with one another."

In a study entitled "Group Membership, Status, and Contact Effects on Male Sex-Role Attitude", Priest analyzed how contact between men and women cadets at USMA last year, effected the attitudes of the men toward womens roles in society and toward women at the Academy specifically. The study concluded that:

> "involuntary contact with women during the academic year was not uniformly more positive in its effect than a similar kind of contact during Summer Training. This report has documented that

> assigning women to companies had an extremely complex effect--in some regiments, men with women in their companies were more traditional in their sex-role beliefs than men in segregated companies; in other regiments, the opposite occurred. On one dimension of attitude, men in integrated companies tended to have apparently more favorable attitudes, throughout the Corps, than men in segregated companies; that is, they preferred integrating the whole Corps next year, rather than not integrating. Voluntary contacts initiated by male cadets in attendance at women's basketball games, participating in extracurricular clubs with women, and dating, were associated with more favorable, nontraditional male attitudes. The latter finding is consistent with Amir's theory--contact under generally relaxed, voluntary, and pleasant conditions does lead to lower prejudice."

Dr. Priest concluded that:

> "In the future, when the Army assigns women to previously all-male units, it can be expected that company climate will have a significant impact on how well the women are accepted. It is hoped that Army leaders will learn through future research how to influence company climate so that uniformly positive effects of contact result. At the present time, too much depends on the skill of the individual company leader. More research is needed to clarify the sources of variation

in company climate.

> One practical implication of these results should be underlined: voluntary contacts between men and women cadets should be encouraged as a means of promoting favorable attitudes. Involuntary contacts are unavoidable, but less effective in shaping attitudes, except under the highly controlled circumstances stated by Amir's theory."

6. The Problem of Organizational Romance (A Conceptual Model): Upperclass cadets at USMA are prohibited from dating members of the Plebe, or freshman class by regulation. Plebes, however, are allowed to date one another and upperclass cadets are allowed to date across classes. In addition, cadets are not permitted "to allow emotional relationships to interfere with their duty and they must insure proper senior-subordinate relationships are maintained with other cadets and Armed Forces personnel at all times." With cadets dating one another, a series of problems have surfaced in the Corps around issues of fraternization and what constitutes "proper" senior-subordinate relations. Many of these problems resolve around third-party perceptions of improper behavior, jealousy, rights to privacy, and the interpretation of rules designed to

place boundaries and limits on cadet interactions.

Recently, Dr. Robert Quinn has published an article entitled: "Coping With Cupid: The Formation, Impact, and Management of Romantic Relations in Organizations." Although this model does not provide the solution for resolving leadership problems in this area, it does provide an educational vehicle for discussing and anlyzing problems of this kind in the "real" world. What follows is a brief description of Dr. Quinn's model. It is beyond the scope of this paper to deal with this model in any depth. (See Table 12)

According to Dr. Quinn:

> "Romantic relationships can be a serious practical problem because they sometimes distort the smooth functioning of organizations. Proximity, participant characteristics and motives, and work group characteristics have a bearing on the impact of relationship. There are also a number of other variables that are important in explaining the impacts of an organizational romance: visibility, behavior changes in the participants, reactions of other members, and the overall impact on the system.

TABLE 12

IMPORTANT CATEGORIES OF BEHAVIOR
IN THE FORMATION, IMPACT, AND MANAGEMENT
OF ORGANIZATIONAL BEHAVIOR

I. Impacts of the Relationship
   A. Visibility of the relationship
      1. Signals and tip-offs (observed when away from work station, chatting, lunches)
      2. Impact (sensitizing, discussion-avoidance, legitimizing)
   B. Behavior changes in the participants
      1. Positive changes (easier get along with, more productive)
      2. Competence changes (lost respect, preoccupied)
      3. Power changes (favoritism, eyes-ears, flaunt)
   C. Reactions of the members
      1. Approve
      2. Tolerate
      3. Cope (advise, complain, undermine, ostracize)
   D. Overall impact on the system
      1. Positive (teamwork, productivity)
      2. Negative (gossip, hostility, productivity)

II. Management
   A. No action (ignore, resolve self)
   B. Punitive action (reprimand, warn, transfer, terminate)
   C. Positive action (openly discuss, counsel)

Source: Quinn, Robert E. "Coping with Cupid: The Formation, Impact, and Management of Romantic Relationships in Organizations." Administrative Science Quarterly, March 1977.

The impact of organization romance may be positive, negative, or nonexistent. A little more than 10 percent of the cases are characterized by such positive results as increased coordination, lower tensions, improved team work, improved productivity, and improved work flow.

Negative results vary in intensity. About one-third of the cases are characterized by only increased gossip and perceptions of favoritism. A third, however, are characterized by serious negative features, the most frequent being complaints, hostilities, and distorted communications. These are followed by the perception that the image or reputation of the unit is being jeopardized, there is slower decision making, a redistribution of work, client or customer awareness, lower morale, lower productivity, and someone loses a job.

Once superiors know about a romantic relationship, they may do three things: take no action at all, take punitive action, or take positive action. In several of the cases with the most negative results, the male's superior chose to ignore the problem. Frequently, there was no response.

> Often the superior is reticent to take action because of the highly personal nature of the problem. A few respondents indicated that it was embarrassing to tell a subordinate that his personal life was out of hand and that he must change. Managers were also slow to take action because, as one person put it, "If the guy denies that a relationship exist, what do you say then?" Finally, it was felt that the situation would soon resolve itself. In a few cases, the male's superior took such punitive action as issuing a reprimand or warning to change or leave, transfer, and termination. Positive action includes openly discussing the situation and counseling the participant about what to do."

7. The Military Training Experience. Last year, the Athena report concentrated on the experiences of the Class of 1980 in Cadet Basic Training. This summer (1977), the Class of 1980 participated in an 8-week training program conducted for Yearling (sophomore) cadets at USMA's Camp Buckner. During the summer, cadets receive orientations into the combat-arms and combat-support branches of the Army. (See Inclosure 3) Cadet Field Training combines an intense schedule of military and physical training which includes firing weapons, throwing grenades, building bridges, adjusting artillery, commanding tanks in a REAL TRAIN exercise, leading patrols in a Recondo exercise, and constant physical exercise - unit runs, obstacle and confidence courses.[71]

The Cadet Field Training After-Action Report noted the following relevant to the experience of women cadets in this environment:

a. "Women cadets generally performed well at Cadet Field Training this summer, with some predictable difficulities being experienced in the areas requiring upper body strength, running, and stamina. Of the three major categories (Military Skills, RECONDO, and Buckner Stakes) of the measurable/demonstrable skills, women scored approximately equal with men in only one (Military Skills) and significantly lower than men in the other two. The morning physical training (PT) was not formally evaluated; however, it proved to be one of the most difficult portions of the CFT program for the women. The morning runs started on 7 July with a two-mile distance at an eight-minute pace and progressed through the summer to a four-mile run at an eight-minute pace (99% of the men and 57% of the women met the four-mile standard)." (See Tables 13, 14, 15)

b. Due to the open bay configuration of the barracks at Camp Buckner, integrated billeting was not possible. The 81 women cadets were billeted in two barracks which provided a cental location for the women. This solution was not considered satisfactory; however, it was the only feasible solution given the structural design of the barracks. Plans which would permit 4 women to be billeted in

TABLE 13

TRAINING RESULTS -
CADET FIELD TRAINING

A. Military Skills (Committee Chief evaluations concerning the differences of performance between men and women.)

Committee	Performance Approximately the Same	Performance Significantly Different
Weapons	X	
Communications	X	
Land Navigation	X	
NBC	X	
Infantry	X*	
TCAT (Armor/ADA)	X*	
Field Artillery	X*	
Maintenance	X	
Engineer	X	
Physical Education**		X

* Initial concern about women's ability to handle ammo, operate and/or carry machineguns, and give voice commands under noisy conditions proved not to be a significant factor in this environment.

** Physical Education Evaluation in this sector does not include obstacle course, which was part of the Buckner Stakes.

Source: Department of Military Instruction

TABLE 14

TRAINING RESULTS -
CADET FIELD TRAINING II

B. Recondo Performance

	Percent Received Patch	Enduro Run Success Rate (First Attempt)
Men	75%	89%*
Women	73%	42%

* Several of the men who did not pass on first attempt were actually strong runners, but "teamed" with a woman cadet in order to improve her chances of success.

Buckner Stakes (concurrent training stations where cadets are evaluated on training skills)

(1) Women's mean scores for the Buckner Stakes were 10% less than that of men.

(2) Women and men scored approximately the same on 10 out of the 14 stations.

(3) Women's mean scores were significantly lower than men's at three stations: Mechanical Training (21% lower), Anti-Armor (18% lower), and the Obstacle Course (50% lower).

(4) Women's mean scores for the 81mm mortar station were 20% greater than that of the men.

Source: Department of Military Instruction

TABLE 15

WEAPONS TRAINING 1977 -
CADET FIELD TRAINING

	Number Trained		Number Failed		Percent Failed	
	Men	Women	Men	Women	Men	Women
M60 MG (3^{O})	949	74	69	8	7.2%	10.8%
Hand Grenade (3^{O})	1019	80	2	1	0.2%	1.3%
Mortar (3^{O})	982	75	1	0	0.1%	0.0%
M16 Rifle (4^{O})	484	36*	6	3	1.2%	8.3%

* Population differentials make statistical comparisons questionable.

Source: Department of Military Instruction

each platoon building are being designed. However, the construction will not be completed in time for CFT 1978.

c. The illness/injury rate of women cadets was significantly higher than that experienced by men. Additionally, as the summer progressed, both injury rates continued to climb due to the accumulation of slow healing injuries. The women's rate climbed significantly faster than that of the men. (See Table 16)

In addition to the above general conclusions, there were some interesting lessons learned/problems identified in surveys/interviews of cadets and officers after Cadet Field Training. Some of these were as follows:

(1) 75 percent of the women felt that "feminine hygiene during their menstrual cycle" was a problem especially during the Recondo phase of training.

(2) At the tactical raft site (Engineering), cadet leaders tended to assign women to less physically demanding tasks, i.e. to hold bridge pins, to check for safety, or to observe.

(3) Men tended to be overprotective. Women leaders were deluged with advice from male classmates when they were assigned to field leadership positions. According to one observer, this indicated "a lack of confidence on the part of men in the abilities

TABLE 16

INJURY/ILLNESS RATE* -
CADET FIELD TRAINING

A. Second Week of Training (11-15 July 1977)

Date	Number of Males Injured	Percent Male Injury	Number of Females Injured	Percent Female Injury
11	16	1.55	2	2.47
12	22	2.13	6	7.41
13	31	3.00	11	13.58
14	45	4.36	12	14.81
15	47	4.55	13	16.05
TOTAL	161 (32.2 Avg)	3.12%**	44 (8.8 Avg)	10.86%**

* Not to be interpreted as a major injury but defined as any injury/illness which precluded cadet from taking PT due to a written medical profile/excuse.

** 1032 men/81 women used as base strength figures.

*** 75% of the women indicated that menstruation, and particularly feminine hygiene was a problem while in the field.

TABLE 16

INJURY/ILLNESS RATE* - II

B. Seventh Week of Training (15-19 August 1977)

Date	Number of Males Injured	Percent Male Injury	Number of Females Injured	Percent Female Injury
15	26	2.52	14	17.28
16	36	3.49	13	16.95
17	50	4.84	20	24.69
18	55	5.33	22	27.16
19	62	6.01	22	27.16
TOTAL	229 (45.8 Avg)	4.44%**	91 (18.2 Avg)	22.40%**

C. Buckner Stakes	Men	Women
Medically Excused	7%	30%

* Not to be interpreted as a major injury but defined as any injury/illness which precluded cadet from taking PT due to a written medical profile/excuse.
** 1032 men/81 women used as base strength figures.
*** 75% of the women indicated that menstruation, and particularly feminine hygiene was a problem while in the field.

of their female classmates." Many times this was reinforced by the women themselves withdrawing their participation or lessening their participation rate.

(4) According to one observer, the "tone that first class and second class cadre leaders set within their units toward women was central to their acceptance. If the first and second class leaders were fair, helpful and encouraging toward women, the third class acted similarly. If first and second classmen expressed hostility and resorted to hard-charging, troop-pushing methods when women had difficulty, the message conveyed to third classmen was that women couldn't make it. This resulted in third classmen building male/female barriers and letting women shift for themselves instead of working as a team."

(5) In field artillery training women had difficulty speaking loud enough to be heard clearly over the noise of the FADAC computer in Fire Direction Center. In the firing battery, some women experienced difficulty in ramming the 105mm projectile into the breach to activate it properly.

(6) Temporary tactical latrines were required in patrol base camps since otherwise modesty conventions imposed undue difficulties in using the latrine.

(7) Reveille PT. The morning run was conducted in two

distinct phases. First, all cadets within a company ran together for a prescribed distance at a given pace. (Usually, this distance was 1/2 the total distance of the run.) The pace varied from 7:30 minutes per mile to 8:00 minutes per mile. During the second portion of the run, an easily recognizable paceman would continue to run at the prescribed pace. Those cadets who desired to run at a faster pace were released to run ahead of the paceman. Those cadets who were unable to maintain the prescribed pace could run behind the paceman. Those running behind the paceman received credit for completing the run if they completed the remaining distance at a pace no greater than 15 seconds per mile slower than the paceman. The company chain of command monitored the progress of all members of the company with stopwatches and the courses were carefully measured.

(8) Recondo. Recondo training is the most physically demanding period of training during CFT. Additionally, the cadets are placed in a very stressful field training environment to enable them to gain self-control and self-confidence. Cadets must successfully complete hand-to-hand combatives, the Enduro Run, expedient stream crossings, mountaineering, survival techniques, patrolling, and a confidence test to receive the coveted Recondo Patch. Test groups showed that the pairing of individuals was a significant factor in women being able to meet the same standards

as men; i e., a woman paired with a man could run the Enduro Run in 27-minutes, whereas the same woman paired with another woman might not meet the 27-minute standard. During other periods of training such as the hand-to-hand combatives, the size of individuals competing against each other was more of a factor than a difference in sex. Company Tactical Officers, the training committee cadre, and cadet commanders closely monitored the pairing of teams in an effort to have the highest number of cadets possible earn the Recondo Patch.

8. Athletics - Women's Sports. The Academy has made a commitment to integrate women cadets into the total athletic program - intercollegiate, club squad and intramural sports. Women compete with men on all intramural sport teams except contact sports. Separate women's events have been added to Brigade Open Tournaments in such activities as track and swimming. Presently, a greater number of women cadets compete on both intercollegiate and club squad teams than on intramural teams.

Women cadets may compete for positions on the following men's varsity intercollegiate squads: fencing, golf, pistol, rifle, skiing and squash. This year the women's basketball team was the first women's varsity intercollegiate sport. Upon demonstration by other women's club sport teams that they are ready for intercollegiate

competition, and as facilities, finances and personnel permit, women's varsity teams will be organized for those sports.

Women's club squad teams have been established and have competed successfully against other schools in: gymnastics, cross country, indoor and outdoor track, team handball, tennis, softball, swimming, and volleyball. Other club teams will be developed as interest, ability, and facilities warrant. One area in which interest may already exist, unsupported to date, is in dance and ballet. Women have also been successful in their athletic endeavors as members of several co-educational club squads; i.e., orienteering, riding, and bowling.

The opportunity for athletic competition for women cadets is just as diverse and challenging as it is for men cadets.

Table 17 indicates the sports that male and female cadets of the Class of 1981 participated in prior to entrance to the Academy. It is interesting to note the percentage of women in comparison to men who had the opportunity to be captains of team sports while growing-up in our society. Data such as this may well change as active participation of women in athletic competition is societally endorsed and encouraged.

9. Leadership Evaluation Ratings. In August 1977, sex bias in LES (leadership evaluation system) ratings was evaluated for the first two semesters. It was found that women in the Class of

TABLE 17
VARSITY SPORT AND TYPE PARTICIPATION
(Class of 1981 Prior to Entrance to USMA)

	Participants				Captains			
	Male		Female		Male		Female	
Sport	N	%	N	%	N	%	N	%
Baseball or Softball	265	19.4	7	6.7	59	4.3	1	1.0
Basketball	290	21.2	29	27.9	69	5.1	9	8.7
Cross Country	220	16.1	13	12.5	51	3.7	2	1.9
Fencing	5	0.4	0	0.0	2	0.1	0	0.0
Football	627	45.9	1	1.0	212	15.5	0	0.0
Golf	67	4.9	1	1.0	18	1.3	1	1.0
Gymnastics	24	1.8	7	6.7	12	0.9	1	1.0
Hockey	41	3.0	7	6.7	14	1.0	2	1.9
Lacrosse	47	3.4	1	1.0	9	0.7	0	0.0
Rifle	59	4.3	1	1.0	19	1.4	0	0.0
Skiing	16	1.2	5	4.8	4	0.3	1	0.0
Soccer	151	11.1	5	4.8	31	2.3	2	1.9
Swimming	101	7.4	11	10.6	36	2.6	3	2.9
Tennis	100	7.3	16	15.4	28	2.1	4	3.8
Track	548	40.1	48	46.2	107	7.8	8	7.7
Water Polo	14	1.0	0	0.0	2	0.1	0	0.0
Wrestling	250	18.3	2	1.9	69	5.1	0	0.0
Volleyball	18	1.3	24	23.1	6	0.4	9	8.7

Source: Office of Institutional Research

WEST
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1980 were rated significantly lower than men by members of their own class and by members of the Class of 1979 during both rating periods, but were rated similarly to men by members of the chain of command and their tactical officers.

Additional ratings were conducted first semester, (AY 77-78) and at the end of summer training at Camp Buckner. During the regular year, women were rated by their tactical officers, their chain of command, and the two classes immediately senior to their own class (i.e., 1981 by 1980 and 1979; 1980 by 1979 and 1978). At Camp Buckner, the Class of 1980 was rated by their tactical officers, their chain of command, and classmates within their platoon. Results of analyses into these ratings revealed the following.

a. Class of 1981: (Fall, AY 77-78). Men and women in this class were rated similarly by all categories of raters.

b. Class of 1980: (Fall, AY 77-78). Women in the Class of 1980 were rated similarly to men by tactical officers and by the cadet chain of command. Women were rated significantly lower, however, in the cadet components by cadets in the Classes of 1979 and 1978. The findings are similar to those of last year.

Ratings of the Class of 1980 at Camp Buckner during Cadet Field Training revealed a similar pattern also. Men and women in the class were evaluated similarly by their tactical

officers and by the cadet chain of command. Women were rated significantly lower, however, by their classmates in their platoons.

The findings have been interpreted in terms of: the possible unique characteristics of women in the Class of 1980, the potential differential impact of human relations training on the classes; and/or the possible impact of the training environment at Camp Buckner on these evaluations (i.e. the structural configuration of the present barracks necessitated that men and women live separately in this environment).

In a study entitled "The Impact of Male and Female Leaders on the Group Performance, Morale, and Perceptions of West Point Cadets", Rice, Richer, and Vitters explored the general issue of sex roles and leadership roles. In a scientifically controlled, experimental study including 288 cadets over the period of 2-hours, the researchers concluded the following:

> "Sex of the leader can influence both morale and performance of groups. Further, the influence of the sex variable can be moderated by both individual differences (leadership style) and/or situational factors (follower attitudes toward women).
>
> Follower attitudes toward women can influence both morale and performance of groups. In general, results involving this variable provided strong construct validity evidence for Spence

and Helmreich's (1972) Attitudes Toward Women Scale (AWS).

Sex bias can be seen in attributions regarding women in the leadership context. Male followers holding traditional attitudes toward women attributed performance of female-led groups to negative factors (luck) and attributed the performance of male-led groups to positive factors (ability, motivation). These results extend Deaux's (1977) previous research by pointing out that attributional biases may be limited to certain subgroups (followers with equalitarian attitudes toward women did not show this bias).

It appears that Fiedler's (1967) Contingency Model of leadership effectiveness may require some revision/modification before it can be applied to women leaders. Predictions of the model were supported for male leaders but not for female leaders.

The implications of these results were discussed with specific reference to the integration of female cadets to West Point."

10. Branch Preference of Class of 1980 Women. On 19 October 1977, the women in the Class of 1980 were given a special presentation on combat support (CS) and combat service support (CSS) entry specialties. After the presentation, they completed a questionnaire designed to determine their current preferences with

respect to specialty selections. The question posed was, "Given the following constrained branch (specialty) selection choices, rank order 1 through 10 (most preferred to least preferred) your choice of branch (specialty) in which you desire to be commissioned." Options available were AG, CM, EN, FI, MI, MP, OD, QM, SC, TC. It was recognized that the background information and experience available for these women to base their decisions on was limited. Nevertheless, the survey did provide meaningful insight into the current branch feelings of the women in the Class of 1980. Results are shown in Table 18.

TABLE 18

SPECIALTY SELECTION SURVEY - CLASS OF 1980 WOMEN

	Specialty Code		No. Women Choosing Specialty	Percent of Sample (rounded off)
CA	21 B,C,D	Engineer (EN)	10	12.7
	25-28	Signal Corps (SC)	10	12.7
	31	Military Police (MP)	6	7.6
CS	35-37	Military Intelligence (MI)	33	41.8
	74	Chemical (CM)	6	7.6
CSS	41-43	Adjutant General (AG)	12	15.2
	71,87,88	Transportation (TC)	2	2.5
	44	Finance (FI)	0	0.0
	73-77	Ordnance (OD)	0	0.0
	81-83	Quartermaster (QM)	0	0.0
		Total Sample Size =	79	
Total First Choice CA/CS Specialties			65	82.3
Total First Choice CSS Specialties			14	17.7

Source: Department of Military Instruction

C. The Second Year of Coeducation - the U.S. Military Academy

1. The Philosophy Toward Integration: In order to analyze the philosophy of USMA toward integrating women, it's useful to view the external perspective within which this process is taking place. Events which occur at USMA often mirror changes taking place in society and in the Army it serves. Recent statements of the Army Chief of Staff and the USMA Superintendent are important in this context.

In a message to the field, General Bernard W. Rogers (Army Chief of Staff) noted:

> "In the last five years the number of women in the active Army has more than tripled while an even greater increase has occurred in the reserve components. These increases and the entrance of women into many non-traditional skills present challenges. The purpose of this message is to emphasize the Army's commitment to the integration of women and to provide fundamental guidance to ensure this integration is completed smoothly and rapidly.
>
> Today, women are successfully performing a wide variety of duties, many of which were considered solely in the male domain just a few years ago. A recently approved combat exclusion policy opened more

before. However, equal training for men and women was only recently implemented. Consequently, many women in the Army have not received all the training in soldier skills needed to perform their duties. Unit commanders must provide for these women additional individual training as required and ensure their full participation in unit training, field exercises and unit duties such as perimeter guard.

Qualified women now have the opportunity to serve in all but a few specific combat units and combat specialties. In availing themselves of that opportunity women, like their male counterparts, must accept the responsibility for sharing all risks and enduring all hardships inherent in their specialty. Some people believe that women soldiers will not be deployed in the event of hostilities: that they are only to be part-time soldiers - here in peace, gone in war. Some women are being used in skills other than those for which they were trained and some are being excused from performance of unit duties. The Army cannot operate effectively in this manner. Women are an essential part of the force: they will deploy with their units and they will serve in the skills in which they have been trained.

> Those of us in authority must reaffirm our conviction that women are an integral part of the Army. With this in mind, we must ensure that women are provided an equitable opportunity for assignment in their specialty, are given adequate training and are held responsible for the full range of duties prescribed for their assigned positions.
>
> The first considerations in the assignment of women in the Army have been, and will continue to be, the mission of the Army itself, and the uniquely demanding nature of Army service in wartime. Within that context, women can make many important contributions; indeed, they are doing so now. The burden which rests on leaders at every level is to provide knowledgeable, understanding, affirmative and even-handed leadership to all our soldiers."

In remarks at a senior officer's conference on "The Leadership of an Integrated Army", Lieutenant General Andrew J. Goodpaster (USMA Superintendent) noted:

> "The Army we know is changing, and as the Army changes, we must ensure that our thinking keeps pace with the Army's new needs, or--better yet--anticipates and helps define them. In the last five years, one of the greatest changes in the Army has been in the numbers of women in the Army, and the

role they are performing. That number, I understand, has more than tripled since 1973, and the Army is committed to carrying out this integration rapidly, and with effective results. Already, we see women successfully performing a wide variety of duties once considered to be solely in the male domain. There are compelling reasons why women should be here at West Point, and why we should make sure they are properly integrated--reasons to which I fully subscribe. I envision at least the same number of women entering the plebe classes as is currently the case, and hope to expand that number in the future. At the same time, I expect a commensurate increase in the number of women officers on the staff and faculty to take place. I say this mindful that in the not too distant future, perhaps some four, five or six years after the class of 1980 graduates, some of the first women graduates of West Point are likely to be returning to the academy to assume duties now being accomplished in such large part by male graduates. We may well look forward to such a milestone.

The academy itself derives a number of advantages from the admission of women--as does the Army more broadly. First, we obviously attract a greater number of qualified candidates by broadening the pool of applicants. Second, the Army needs women leaders who are graduates of this prestigious and powerful institution. Next, the opportunity for young men and women to work together on a professional basis as peers is good, and is important for their development. They will be serving in an Army in which it is necessary that they support, lead and work with each other to accomplish their assigned responsibilities. West Point has a great tradition of providing the Army with top quality soldier-leaders. I am confident that women graduates will add to West Point's prestige and reputation as they move into increasingly responsible positions in the Army of the future.

At the same time that I talk about the advantages of having women in the Army and West Point, I think it is right to take note of some of the implications for male members of the staff and faculty as more women join us.

Many of us, especially those who have served primarily in the combat arms, have really not had the background and the degree of exposure to women in the uniform as will be the case in the future. This lack of experience has to be seen, I believe, as a challenge to overcome, and I for one am confident that we, as the senior leaders of the academy, will work with our junior officers with this in mind as they deal with their duties at an integrated West Point, and prepare young men and young women for their duties here at West Point and in integrated Army. Another point to which we must give attention is the reflection at the Academy of the still-evolving roles for women in the Army. I am sure there are still many unanswered questions that are going to be resolved in various ways by senior officials in Department of Army and elsewhere in the months ahead. As we prepare women and men for their future responsibilities, we must remain ready for whatever contingencies may occur as the congress, the president, and senior Army leaders continue to develop the nation's policies regarding the role of women. I have no doubt that we can do this, and

at the same time serve as a catalyst in many areas where our first-hand experience can be of benefit to the Army. A good starting point is that women will play an increasingly important role in the Army of the future as time moves on."

2. Women Faculty and Administration: West Point needs women faculty and administrators and they in turn need the opportunity to serve at the Military Academy. Last year's Athena report provided data on the assignment of women officers to the Academy at that time. Since that time, USMA has taken a series of actions to attempt to assign more women to its ranks. More opportunities are presently open to women in the Army, as noted in Chapter 1 of this report. One consequence of this is that USMA is experiencing difficulty in assigning increasing numbers of women officers who would indirectly serve as role models for cadets.

Table 19 outlines the present and forecasted assignment of women officers to the staff and faculty. Based upon a projected women cadet strength of 8 percent of the Corps of Cadets by AY 1980, a goal of 60 to 70 women officers to be assigned by that time has been established. The Department of Tactics plans to assign a woman

TABLE 19

ASSIGNMENT OF WOMEN OFFICERS TO USMA*

Assignment	CY 76	CY 77 (as of Nov/77)	CY 78	CY 79
Faculty and ODAR	2	6	10	14
USCC	4	7	7	11
Staff (not including Medical Personnel)	6	4	4	2
Total	12	17	21	27

Rank	CY 77	CY 78	CY 79
Colonel	0		
Lieutenant Colonel	0	1	
Major	2	2	
Captain	10	13	5
Lieutenant	5	5	1

* (Data current as of April 1978)

Source: Project Athena/USMA Personnel

tactical officer in AY 1978-79 and 2 in AY 1979-80.

3. Approaches to Educational Awareness.

a. The Lecture Approach. Last year, cadets of all classes received a series of lectures as part of the LeaderPrep/ Human Relations Training program. (See Athena Report I) Topics of these lectures were: the role of women in the Army, women as leaders in America, human sexuality, and human understanding and adjustment. The lecture approach was effective in transmitting factual information to cadets, but was less effective (by its very design) in promoting discussion among cadets on male-female interaction tensions actually being experienced. These tensions have accompanied the early stages of coeducation in all organizations. (See Inclosure 4)

b. The Workshop Approach (Small group problem-solving). Both last year and this year USMA developed, and is continuing to develop workshop/training modules for cadet and officer audiences to facilitate joint problem-solving (See Inclosures 5 and 6) To date, these training sessions have combined both traditional approaches (lecture-type) with experiential approaches (group exercises). This method has been more effective in allowing participants to focus on actual problems which naturally occur as men and women cadets learn to adjust to each other in this particular

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environment. These workshops have been developed by officers assigned to USMA as instructors in the behavioral sciences, by trainers in the EEO area, and by staff officers functioning in personnel and organizational effectiveness officer (OESO) positions. The skills of the OESO appear to be especially suited to contributing to the design of this type of training.

IV. Preliminary Conclusions on Coeducation at West Point and Some Recommendations for the Future

Segments of this report taken in isolation from the rest could suggest that the coeducational endeavor at West Point is either without problems or without solutions. The author feels neither to be the case. The intention of the recommendations which follow is to recognize both the existence of problems and the feasibility of solutions. Although struggling at USMA, coeducation is an evolving phenomenon and has a health and strength that augurs its well-being. In the words of one cadet squad leader, "the classes of '78 and '79 see the women as women, but the classes of '80 and '81 see them as classmates."

The following are offered for consideration:

1. that the Cadet Counseling Center examine a possible role in developing a more in-depth program of career counseling for cadets - not from an informational standpoint, but in the broader context of clarifying and integrating career and personal goals.

2. that efforts continue to conduct workshops at department/section level for officers and non-commissioned officers assigned to USMA on topics relating to the leadership of an integrated Army.

3. that cadets be offered/provided more in-depth training on the topic of human sexuality.

4. that efforts continue to assign increasing numbers of women to USMA and in positions of high responsibility.

5. that efforts continue to educate cadets through lectures on topics related to women in the Army, prejudice reduction, etc.

6. that efforts continue to develop unit-level workshops at the cadet company level to promote information exchange through joint problem-solving on issues related to coeducation.

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Wikler, Norma Juliet. "Sexism in the Classroom." Paper presented at the Annual meeting of the American Sociological Association, New York, September 1976.

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INCLOSURES

I

The Attitude Toward Women Scale (AWS)

Instructions

The statements listed below describe attitudes toward the role of women in society that different people have. There are no right or wrong answers, only opinions. You are asked to express your feeling about each statement by indicating whether you (A) agree strongly, (B) agree mildly, (C) disagree mildly, or (D) disagree strongly. Please indicate your opinion by blackening either A, B, C, or D on the answer sheet for each item.

1. Swearing and obscenity are more repulsive in the speech of a women than a man.

2. Women should take increasing responsibility for leadership in solving the intellectual and social problems of the day.

3. Both husband and wife should be allowed the same grounds for divorce.

4. Telling dirty jokes should be mostly a masculine prerogative.

5. Intoxication among women is worse than intoxication among men.

6. Under modern economic conditions with women being active outside the home, men should share in household tasks such as washing dishes and doing the laundry.

7. There should be a strict merit system in job appointment and promotion without regard to sex.

9. A woman should be as free as a man to propose marriage.

10. Women should worry less about their rights and more about becoming good wives and mothers.

11. Women earning as much as their dates should bear equally the expense when they go out together.

12. Women should assume their rightful place in business and all the professions along with men.

13. A woman should not expect to go to exactly the same places or to have quite the same freedom of action as a man.

14. Sons in a family should be given more encouragement to go to college than daughters.

15. It is ridiculous for a woman to run a locomotive and for a man to darn socks.

16. In general, the father should have greater autnority than the mother in the bringing up of children.

17. Women should be encouraged not to become sexually intimate with anyone before marriage, even their fiances.

18. The husband should not be favored by law over the wife in the disposal of family property or income.

19. Women should be concerned with their duties of childbearing and house tending, rather than with desires for professional and business careers.

20. The intellectual leadership of a community should be largely in the hands of men.

21. Economic and social freedom is worth far more to women than acceptance of the ideal of femininity which has been set up by men.

22. On the average, women should be regarded as less capable of contributing to economic production than are men.

23. There are many jobs in which men should be given preference over women in being hired or promoted.

24. Women should be given equal opportunity with men for apprenticeship in the various trades.

25. The modern girl is entitled to the same freedom from regulation and control that is given to the modern boy.

II

The Attitude Toward Women in the Army Scale

1. The Army's mission is best carried out:

   a. by men only
   b. mostly by men with some women in support roles
   c. mostly by men with some women in combat as well as support roles
   d. equally by men and women
   e. mostly by women

2. If a greater number of women were placed in command positions, the effectiveness of the Army:

   a. would increase
   b. would decrease
   c. would not change

3. Women commanders will not get much respect from the men in their units.

   a. Strongly agree
   b. Somewhat agree
   c. No opinion at all
   d. Somewhat disagree
   e. Strongly disagree

4. Women would make just as good front-line soldiers as men if they were given the same training.

   a. Strongly agree
   b. Somewhat agree
   c. No opinion at all
   d. Somewhat disagree
   e. Strongly disagree

5. If women were assigned to combat units, the Army would:

   a. become more effective
   b. remain just as effective
   c. become less effective

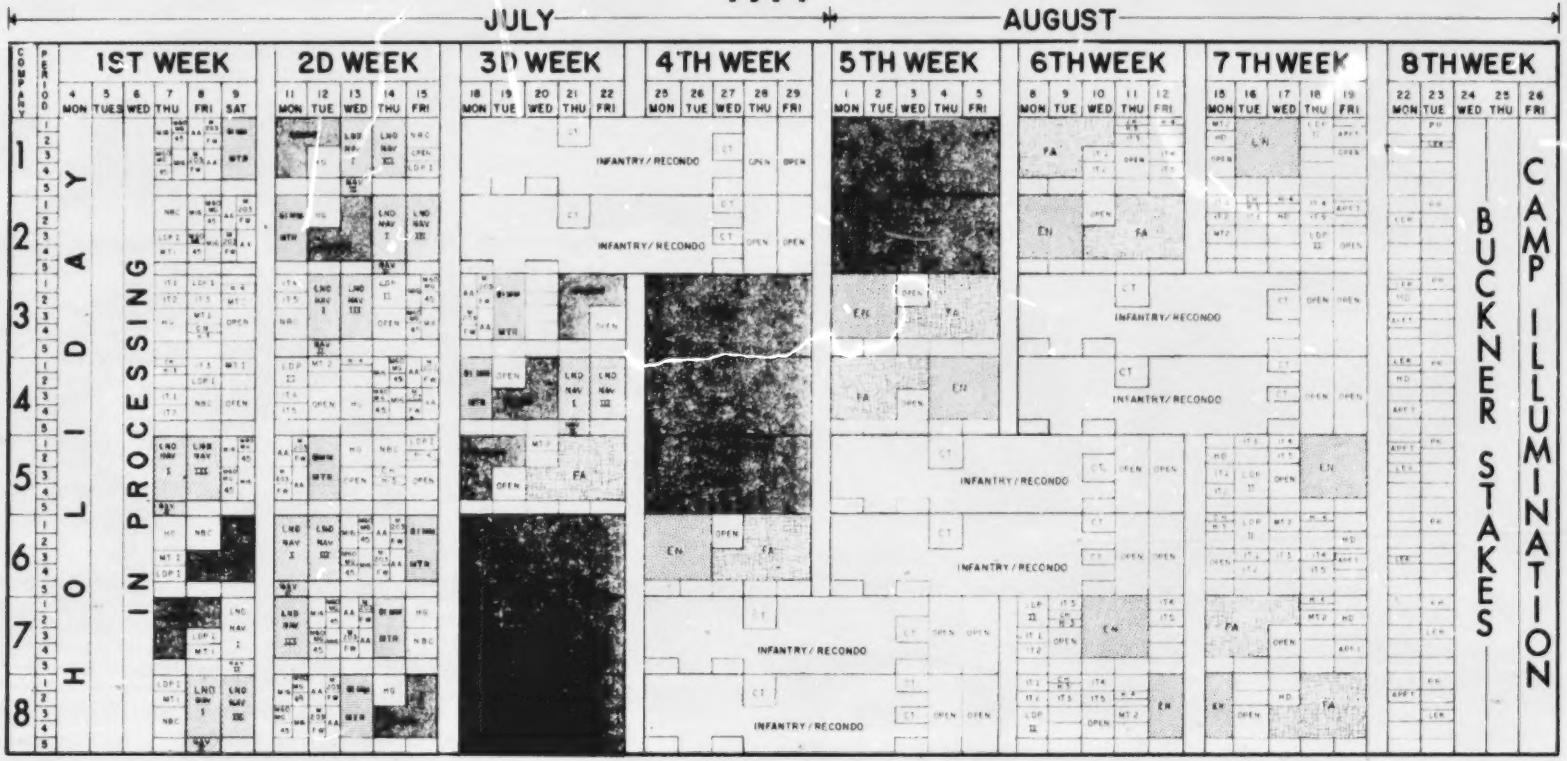
6. Women don't make good bosses at work.

a. Strongly agree
b. Somewhat agree
c. No opinion at all
d. Somewhat disagree
e. Strongly disagree

7. Women should be included in space missions.

a. Strongly agree
b. Somewhat agree
c. No opinion at all
d. Somewhat disagree

THIRD CLASS CADET FIELD TRAINING
1977



LEGEND

AA	ANTI-ARMOR
APF	ARMY PHYSICAL FITNESS TEST
CH	CHAPLINS BRIEFING
COMMO	COMMUNICATIONS
CT	COMMANDERS TIME
EN	ENGINEER TRAINING
FA	FIELD ARTILLERY
FW	FOREIGN WEAPONS
H	HONOR INSTRUCTION
HD	HELICOPTER DEMONSTRATION
HG	HAND GRENADE
IT	INSTRUCTOR TRAINING
LND NAV	LAND NAVIGATION
LDP	LEADERSHIP PREPARATION
LER	LEADERSHIP RATING
MT	MAINTENANCE TRAINING
MTR	81mm MORTAR TRAINING
PR	PRACTICE REVIEW
TCAT	THIRD CLASS ARMOR TRAINING
NBC	NUCLEAR BIOLOGICAL CHEMICAL

NOTES

A. PERIODS: 1 & 2 - MORNING, 3 & 4 - AFTERNOON; 5 - EVENING
B. INFANTRY/RECONDO WEEK CONTINUOUS INCLUDING ONE WEEKEND
C. INSPECTIONS HELD EACH SATURDAY DURING PERIODS 1 & 2.
D. BLANK SPACE REPRESENT PERIODS WHERE TRAINING IS NOT PRESENTLY SCHEDULED
E. 1st DETAIL CADET PREPARATORY TRAINING (CPT): 21 JUNE - 8 JULY
F. 2nd DETAIL CADET PREPARATORY TRAINING (CPT): 21 JULY - 29 JULY
G. DETAIL CHANGE OF COMMAND: COMPLETED SATURDAY, 30 JULY
H. EMERGENCY MEDICAL CARE, FIELD SANITATION, AND FIRST AID (4hrs), FIRE DRILL / EVACUATION (1hr), HONOR (2hrs), CONFIDENCE COURSE, PRACTICE OBSTACLE COURSE, AND PRACTICE APFT WILL BE CONDUCTED DURING JUNE WEEK.
I. ADA TRAINING WILL BE CONDUCTED DURING TCAT
J. PHOTOGRAPHS / PAO CONDUCTED 6 JULY
K. MT 1 WILL BE CONDUCTED FOR 1st AND 5th COMPANIES ON 6 JULY

LEADERPREP
ACADEMIC YEAR '77 - '78

(Current as of 14 Feb 78)

DATE	CLASS	SUBJECT	CODE	FORMAT	LOCATION
*22-23 Sep	'79	Leadership and the Fourth Class System	LP1	Seminar	Co Dayrooms
28 Sep	'81	The Hispanic-American as a Leader	LP1	Lecture (Mr Quintana)	Eisenhower Hall
*06-07 Oct	'80	Leadership and the Fourth Class System	LP1	Seminar	Co Dayrooms
10 Oct	'80	What Commanders Expect from Junior Officers	LP2	Lecture (COL Schwarzkopf)	South Aud
*12-13 Oct	'78	Leadership and the Fourth Class System	LP1	Seminar	Co Dayrooms
02 Nov	'79	The Emerging Role of Women as Leaders in American Society	LP2	Lecture (Ms Wertheim, Ms Wine-Volner)	South Aud
*02-03 Nov	'81	Leadership and the Fourth Class System	LP2	Seminar	Co Dayrooms
13 Dec	'81	Alcohol Consumption - Can it be Responsible?	LP3	Lecture (Dr Chafetz)	South Aud
09 Jan	'80	The Role of Leadership in Human Relations	LP3	Lecture (Mr Humphry)	South Aud
23-24 Jan	'78	The Platoon Leader: First Impressions	LP2	Seminar	TBAN
*25-26 Jan	'79	Leadership Experiences on CTLT	LP3	Seminar	Co Dayrooms
13 Feb	'79	The British Experience with Volunteer Army	LP4	Lecture (LTG Pain, Great Britain)	South Aud
14 Feb	'81	The Black Experience at West Point	LP4	Lecture (Lumpkin/ Jordan)	Eisenhower Hall
13 Mar	'78	Army Alcohol/Drug Abuse Policies & Programs	LP3	Lecture (BG Johns)	South Aud
14 Mar	'79	The Role of the Junior Officer in the Army	LP5	Lecture (Gen Kroesen)	South Aud
*Spring Leave	'81	Human Understanding and Adjustment		Lecture/Seminars	4 hours
19-20 Apr	'80	The Platoon Leader: First Impressions	LP4	Seminar	TBAN
27 Apr	'78	The Leadership Challenge	LP4	Lecture (Gen Rogers)	South Aud
*03-04 May	'81	Leadership for CFT	LP5	Seminar	Co Dayrooms
09 May	'79	The Black Soldier in Perspective	LP6	Lecture (BG Price)	South Aud
15-16 May	'80	Alcohol/Drug Abuse at the Company Level	LP5	Seminar	Co Dayrooms
June Week	'80	CTLT Preparation	Seminars		12 hours

* TAC's instruct

DEPARTMENT OF THE ARMY
UNITED STATES MILITARY ACADEMY
WEST POINT, NEW YORK 10996

SUMMER 1977 CBT LEADERPREP

LESSON OUTLINE SUMMARY

SUBJECT: WOMEN AT WEST POINT

INSTRUCTIONAL PERIOD: 8 HOURS

INSTRUCTORS: USMA OFFICERS AND CCU LIEUTENANTS

INSTRUCTOR REFERENCES:

1. Allport, G. The Nature of Prejudice. Garden City, NY: Anchor Books, 1958.
2. Ehrlich, J.J. The Social Psychology of Prejudice. New York: Wiley, 1973.
3. Zimbardo, P. & E. Ebbsen. Influencing Attitudes and Changing Behavior. Reading, Mass: Addison-Wesley, 1970.
4. Aronson, E. The Social Animal. San Frnacisco: W.H. Freeman & Co. 1972.
5. Furniss, W.T. & P.A. Graham (Eds.) Women in Higher Education. Washington, D.C.: American Council on Education, 1974, pp. 16-69.
6. Instructor Notes.

INSTRUCTIONAL OBJECTIVES:

1. To facilitate the development of an organizational climate that is conducive to the acceptance of women cadets.

2. To impart information on expanded roles and careers for women in society and the military.

3. To identify stereotypes and increase awareness of their effect on cadet attitudes toward women.

4. To facilitate attitude change and reduction of stereotypes among male cadets.

SUGGESTED INSTRUCTIONAL OUTLINE:

A. Day 1 (1345-1730, 225 mins)

1. Administer Attitudes Toward Women Scale (AWS) (10 mins)

2. Present TV film on Cadet Basic Training and Women in the Army (20 mins)

3. Introduction of instructors and overview of instruction to be presented (5 mins)

4. Sex-role stereotypes through sound and light (slide show) (15 mins)

5. Break (10 mins)

6. Discuss the experience of having women at West Point for the first year (45 mins)

7. Break (move to new classrooms) (15 mins)

8. Small group exercise I (Leadership Characteristics) (50 mins)

9. Small group exercise II (Admissions) (50 mins)

10. Summary/Instructor Leeway (5 mins)

B. Day 2 (1345-1730, 225 mins)

1. Overview of instruction to be presented (5 mins)

2. Do sentence completion exercise and discuss (20 mins)

3. The effects of sex-role stereotypes on leadership and management in mixed-sex situations, present TV film, "Women in Management: Threat or Opportunity?" (30 mins)

4. Discuss TV film (see instructor's guide) (15 mins)

5. Break (move to extra rooms)

6. As an optional exercise a film will be presented on channel __ at 1505. The film "Women at Work and in Society" is a panel discussion with Judith Volner, Jayne Spain, CPT Judy Lowry, & 1LT Pamela Sylvester. These four women express their views regarding the role of women today. No discussion is necessary following the film. This film may set the stage for the next exercise if you so desire (33 mins)

7. Small group exercise on ways cadets could interfere with or enhance the integration of women and the physical education training problem (60 mins)

8. Break (return to initial classrooms) (15 mins)

9. Readminister AWS (10 mins)

10. Watch TV film on Women in the Army (30 mins)

11. Summary/Instructor Leeway (5 mins)

VI

Senior Management Conference on
Leadership of an Integrated Army

Time: 4 hours
Date: 0800-1200, 4 April

Goals: 1. Provide info on integration of women into professions.
2. Gain top Mgt support for action to facilitate integration
3. Evaluate USMA's role in development of leaders for an integrated Army.

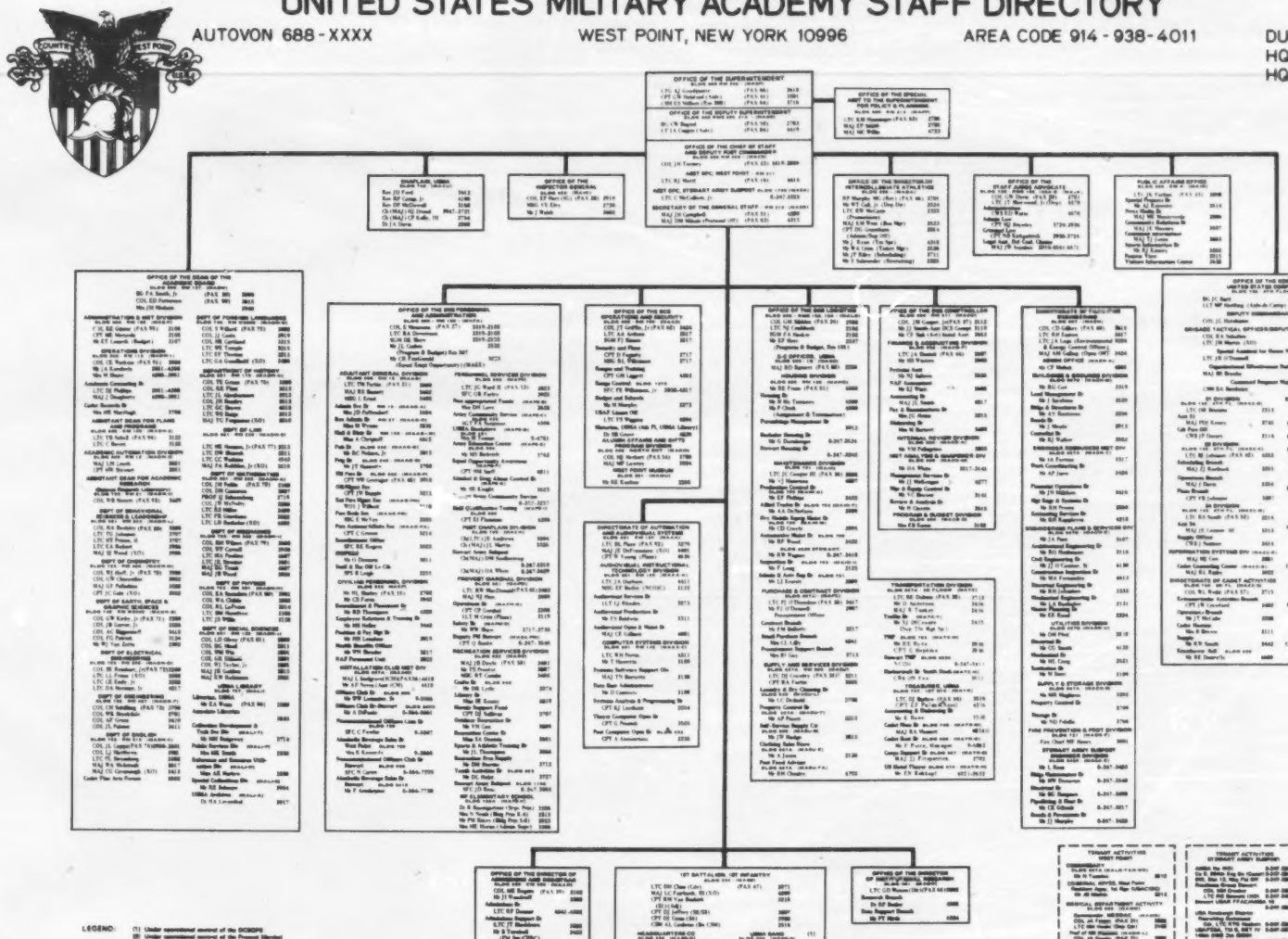
START TIME	MIN. ALLOTTED	SUBJECT	PURPOSE
0800	10	Opening Remarks	1. Welcome 2. Set tone for Conf. 3. Show Top Ldr Support 4. Explain Agenda 5. Introduce Guest Speaker
0810	40	"Integration of Women	1. Provide data on women's experience in medical school. 2. Draw parallel between society's problems and USMA's problem. 3. Highlight stereotypical problems/ myths about women in professional organization.
0850	10	BREAK	N/A
0900	40	Women in the Army	1. Provide data on women in Army; present & future. 2. Show where USMA grads will fit in to plan. 3. Show need for women; economic, quality of entrants, shrinking male population.

START TIME	MIN. ALLOTTED	SUBJECT	PURPOSE
0955	15	BREAK	N/A
1010	60	Discussion Group Analysis of West Point Data	1. Review survey/interview data. 2. Identify common themes. 3. Identify actions/support needed to address issues identified.
1110	5	BREAK	
1115	15	Small Group Reports	1. Report out @ group's findings, recommendations and support needed.
1130	30	Superintendent's Closing remarks	1. Address topics raised. 2. Provide guidance on future actions. 3. Thank guest speakers/audience.

UNITED STATES MILITARY ACADEMY STAFF DIRECTORY*

AUTOVON 688-XXXX | WEST POINT, NEW YORK 10996 | AREA CODE 914-938-4011

DUTY OFFICER
HQ USMA 3500
HQ, 1ST BN, 1ST INF 4834



LEGEND: (1) Under operational control of the DCSOPS
(2) Under operational control of the Provost Marshal
(3) Under operational control of the Registrar

STAFF DIRECTORY PREPARED BY
DISCOMPT AS OF 15 FEB 1979

* This is not an organization chart. The official organization and functions of the United States Military Academy are contained in USMA Regulation 10-1, 1 February 1974 (ROAP Manual).